

**PRAGMATIC AND RHETORICAL ARRANGEMENT ANALYSES OF
PRESIDENT FRANKLIN DELANO ROOSEVELT'S
*PEARL HARBOR ADDRESS TO NATION***

A THESIS

**Presented as a Partial Fulfilment for the Attainment of a *Sarjana Pendidikan*
Degree in English Education Department**



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**PRAGMATIC AND RHETORICAL ARRANGEMENT ANALYSES OF
PRESIDENT FRANKLIN DELANO ROOSEVELT'S
*PEARL HARBOR ADDRESS TO NATION***



Yogyakarta, December 2th, 2014

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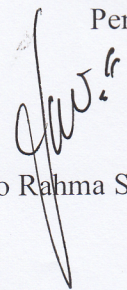
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Yogyakarta, 2 Desember 2014

Penulis,



Retno Rahma Safitri

MOTTO

“You alone are enough. You have nothing to prove to anybody.”

Maya Angelou

DEDICATIONS

I dedicate this thesis to:

MYSELF, who is finally able to untame all of the ego and laziness. Now, let's conquer the wilder world out there!

My Wonderful Family : Bapak, Ibuk, Jihan, I promise you I will struggle for a bright future and keep you a happy life.

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TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
RATIFICATION	iii
PERNYATAAN	iv
DEDICATIONS	vi
ACKNOWLEDGMENTS	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Identification of the Problems	4
C. Limitation of The Problem	6
D. Formulation of The Problem	7
E. Research Objectives.....	7
F. Significance of the Study.....	8
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	9
A. Pragmatics.....	9
B. Scope of Pragmatics	12
1. Deixis	12
2. Cooperative Principle	13
a. Maxim Quantity	13
b. Maxim Quality	14
c. Maxim of Relation	15
d. Maxim of Manner	15
C. Speech Acts	16
1. Definition of Speech Acts.....	16
2. Classification of Speech Acts	17

a.	Austin’s Clasification of Speech Acts	17
b.	Searle’s Classification of Speech Acts	20
3.	Types of Speech Acts in Terms of Directness	23
a.	Direct Speech Acts.....	23
b.	Indirect Speech Acts	24
4.	Felicity Condition	24
a.	The Preparatory Condition.....	25
b.	Sincerity Condition	26
c.	Essential Condition	26
D.	The Context According to Hymes	26
1.	Setting and Scene (S).....	28
2.	Participants (P).....	28
3.	Ends (E)	28
4.	Act Sequence (A).....	29
5.	Key (K)	29
6.	Instrumentalities (I).....	29
7.	Norms of Interaction and Interpretation (N).....	30
8.	Genre (G)	30
E.	The Classical Rhetoric Speech	30
1.	The Aristotle Theory of Rhetoric Speech	31
2.	The Five Canons of Rhetoric	32
a.	Invention	33
b.	Arrangement	37
c.	Style	40
d.	Memory.....	41
e.	Delivery	42
F.	“Pearl Harbor Address To Nation ” Speech	42
1.	Summary of “Pearl Harbor Address To Nation ” Speech	42

2.	The Purpose of “Pearl Harbor Address To Nation ” Speech.....	43
3.	The Impact of “Pearl Harbor Address To Nation ” Speech	44
4.	Columnists Analysis About “Pearl Harbor Address To Nation ” Speech.....	44
G.	World Condition During 1938-1945	46
1.	World War II.....	46
2.	Pearl Harbor Attack	48
3.	Internal Condition in United States of America	53
a.	Political Condition	53
b.	International Relationship.....	54
c.	Economic and Social Condition	56
H.	Biography of President Franklin Delano Roosevelt	57
I.	Related Studies	63
J.	Conceptual Framework and Analitical Construct.....	64
	CHAPTER III RESEARCH METHOD	67
A.	Research Design	67
B.	Data Preparation	68
1.	Object of the Research, Data and Source of Data.....	68
2.	Research Instrument	68
C.	Techniques of Data Collection	70
D.	Techniques of Data Analysis	70
E.	Data Trustworthiness	71
	CHAPTER IV FINDINGS AND DISCUSSION	74
A.	Findings	74
1.	The Data Finding of Illocutionary Acts in “Pearl Harbour Address to Nation” speech by President Franklin Delano Roosevelt	74
2.	The Data Finding of Rhetorical Arrangement in “Pearl Harbour Address to Nation” speech by President Franklin Delano Roosevelt	80
B.	Discussion.....	82

1. The Data Finding of Illocutionary Acts in “Pearl Harbour Address to Nation” speech by President Franklin Delano Roosevelt	82
a. Representatives	82
1) Informing	82
2) Convincing	86
3) Admitting	89
4) Insisting	90
5) Assuming	91
6) Opening	94
b. Directives	95
1) Persuading	95
2) Requesting	97
c. Commisives	100
1) Promising	100
2) Threatening	101
3) Warning	105
d. Expressive	108
1) Addressing	108
2) Regretting	109
3) Disrespect	110
2. The Data Finding of Rhetorical Arrangement in “Pearl Harbour Address to Nation” speech by President Franklin Delano Roosevelt	111
a. Introduction (<i>exordium</i>)	113
b. Statement of Facts (<i>narratio</i>)	114
c. Proof (<i>confirmatio</i>)	115
d. Refutation (<i>refutatio</i>)	117
e. Conclusion (<i>peroratio</i>)	118
CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	120
A. Conclusions	120

B.	Implications	124
C.	Suggestions	125
REFERENCES		127

LIST OF TABLES

	Page
Table 1. The Five General Functions of Speech Acts (Searle 1979).....	23
Table 2. The Number of United States Casualties at Pearl Harbor	48
Table 3. United States Aircraft and Ships Damages at Pearl Harbor	49
Table 4. The Data Sheets of the Findings of Kinds of Speech Acts in President Franklin Delano Roosevelt’s “ <i>Pearl Harbor Address to Nation</i> ” Speech	69
Table 5. The Data Sheets of the Findings of the Rhetorical Arrangement in President Franklin Delano Roosevelt’s “ <i>Pearl Harbor Address to Nation</i> ” Speech	69
Table 6. The Data Findings of Illocutionary Acts in “Pearl Harbour Address to Nation” Speech	75
Table 7. The Data Finding of The Rhetorical Arrangement in “Pearl Harbour Address to Nation” Speech	78

LIST OF FIGURES

	Page
Figure 1. The Analytical Construct of the President Roosevelt's "Pearl Harbor Address to Nation " Analysis	66
Figure 2. The Distribution of Speech Acts in "Pearl Harbor Address to Nation" Speech	78

LIST OF APPENDICES

	Page
Appendix 1. The Findings of Kinds of Speech Acts in President Roosevelt's " <i>Pearl Harbor Address to Nation</i> " Speech	116
Appendix 2. The Findings of Rhetorical Arrangements in President Roosevelt's " <i>Pearl Harbor Address to Nation</i> " Speech	191

**PRAGMATIC AND RHETORICAL ARRANGEMENT ANALYSES OF
PRESIDENT FRANKLIN DELANO ROOSEVELT'S
“PEARL HARBOR ADDRESS TO NATION”**

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This study was about speech acts analysis in Franklin D. Roosevelt's “*Pearl Harbor Address to Nation*”. The objectives of this study were 1) to find out the kinds of speech acts employed in the speech 2) to explain the rhetorical arrangement in the speech. To support the analysis, a relevant contextual situation was also identified.

This study applied a descriptive-qualitative method which seeks to identify a specific language phenomenon and provides a comprehensive analysis. The main data were all utterances asserted by President Roosevelt in “*Pearl Harbor Address to Nation*” speech in the form speech acts. It was retrieved from video and transcript. To accomplish the first objective, the main data were analyzed under the speech acts theory by Searle. Meanwhile, the second objective was accomplished by employing a rhetorical arrangement theory of Cicero. The data were collected by watching the speech video, learning the transcript, categorising them in data sheets and conducting deep analyses. The key instrument of the research was the researcher. Hence, the trustworthiness of the data were ensured by keeping the credibility, dependability, and comformability.

There were two kinds of research findings. The first one showed the speech acts in the form of illocutionary act in “*Pearl Harbor Address to Nation*” speech. There were four categories of illocutions in the speech, which were representatives, directives, commissives, and expressives. However, declaratives did not appear. The totality of illocutionary acts occurred in the speech was 91 times. It outnumbered the total sentences because each of those performed more than one speech act. It became the reason that the speech was highly effective. Among those illocutions, the act of persuading came as the most frequent illocution to be performed. The act of persuading was performed in every of his sentence, proving why the speech was extremely persuasive. He persuaded the Congress by convincing them about three things 1) the Pearl Harbor tragedy was a sudden attack, 2) Japan was evil and dangerous, 3) the declaration of war was a right decision. The distribution of the speech acts was also contributed to its persuasiveness. The second finding was about the rhetorical arrangement. Five out of six elements were found. The division became the only missing element. It was eliminated to make the speech more efficient. “Statement of Fact” came as the most frequent element in the speech with 13 occurrences, implying that facts had been important tools of persuasion for President Roosevelt. In the second rank, Proof (10 occurrences) gave a logical explanation of the facts that previously stated. In conclusion, the speech was categorised as a highly persuasive and effective because the choice of expression to convey his intended meanings and logically-appealing reasoning.

CHAPTER I

INTRODUCTION

A. Background of Study

A great speech does not only change a person, but also influence the whole history and the political map of the world. Especially when it comes to linguistic analysis, speech has a deeper meaning than what is said. There are always clear reasons when the orator delivers his speech, for instance to share information, provide instruction, influence decision and many others. Kretzschmar (2000 : 252) states that speech is a complex system which conveys a great deal of information, especially in contrast to notions of language. Therefore, it can be concluded that the power of speech lies in its language and linguistic structure. The statement is strengthened by Slagell (2009:194) who states that today's speakers not only transfer words and ideas to listeners, but rather engage in a complex process of attempting to share meanings among diverse members of the audience. It implies that speech is a tool to interact between the speakers and listeners.

There are many great speeches in the world history. One of the greatest speeches is "*Pearl Harbor Address to Nation*." It was a remarkable speech, delivered by the President of United States Franklin Delano Roosevelt as a response to a sudden bloody attack by the Imperial Japanese Navy to US Army Naval Base in Pearl Harbor. Huge casualties for the USA were unavoidable. A hundred battleships, submarines were

sunk, other naval equipments were lost. But the most unbearable pain was seeing more than 2,400 soldiers suffering to death, 1,807 others were wounded without any chance to fight back. This blatant attack on December 7 1941 was commonly known by the Pearl Harbor Attack.

The attack triggered President Roosevelt to declare a war with Japan. But it could only happen under the approval from congress, which seemingly was reluctant to do so. The calculation of losts and damages had been the main concern since the war against Japan also meant that the US involved in World War II. It was contradictory to the whole effort to remain neutral in this war.

To convince the congress, President Roosevelt delivered the “*Pearl Harbor Address to Nation*” speech. According to Dlugan (2013), the speech had two purposes, to urge Congress to formally declare war on Japan and to rally American people to support the war effort. Sprinkle (ND) adds, the speech was to educate the nation on what had happened and to justify his reasons for declaring a war on the Japanese Empire. After this admirable speech, the declaration of war passed unanimously in the Senate and in House of Representative with only 1 dissenting voice.

A number of columnists argue that it was a splendid rhetoric speech that could cover five major elements: invention, arrangement, style, memory and delivery. According to Sprinkle (ND), the address to congress, which only consists of 25 sentences, fewer than 500 words, and was delivered in about seven minutes was very persuasive. Adds by Dlugan (2013), the speech was constructed by the perfect choice

of words. Therefore, it can successfully and effectively deliver the message. It was emotional and polarizing words, even from the very first sentence.

“Yesterday, December 7, 1941 — a date which will live in infamy — the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.”¹

Not only by the speech, President Roosevelt was also admired by his remarkable public speaking skill. Beth Dempsey, founder and president of Schlanger Group (ND) says that Roosevelt’s speech is a masterwork of leadership communication in a crisis. Wolfinger (ND) adds, President Roosevelt uses the organization and style of his speech with a great skill, grabbing the audience and then feeding them the information at just the right time and in the right order to be effective.

The combination of a great speech and an amazing public speaking skill by Roosevelt was inherently interesting to be analyzed. Moreover, the speech has a huge impact in changing the world history in World War II until now. It was a memorable speech, delivered in the very crucial time and became a turning point of USA joining World War II on the side of the Allies along with Russia, China, Britain, and France against the Axis (Japan, Italy and Germany). In accordance to the uniqueness, the analysis of this speech is a great contribution in research and linguistics study.

The speech was analyzed under two theories. The first one is a speech act theory by prior language, philosophy Austin (1962). Austin divides the speech in three dimensions, locutionary acts, illocutionary acts and perlocutionary acts. To provide more comprehensive analysis, the illocutionary acts were further analyzed based on speech act theory by Searle (1969). A speech act is under the umbrella of pragmatics.

According to Griffiths (2006:1), pragmatics is a study which concern about the use of language as a tool of communication. Secondly, the speech was also analyzed using the rhetorical concept by Aristotle. He classified five canons of rhetoric, invention, style, arrangement, delivery and memory.

A need to be accustomed to a variety of speech is urgent for English Education students. It is in line with the curriculum which aims at developing students' speaking skill in participating in the scientific spoken discourse. There have been many ways to thrive these skills, for instance the teaching of speaking subject in the classroom. In speaking class, students are taught to perform various public speaking

Big effort is also shown by the teaching of pragmatics and discourse analysis to improve students' linguistic knowledge. To make the students familiar with a variety of speech and language in it, the lecturer also facilitates them with seminar and workshop. Yet, there is a big problem where many students of English Education are not able to interpret speech and has low aptitude in the delivery. Misunderstanding toward the use of phrase in the speech still occurs, thus more studies upon speech analysis is important to be conducted. Therefore, this research need to be conducted.

B. Identification of the Problems

The core problem underlies this research is the fact that students of English Education is not habituated to a variety of speech and intentional meaning behind it. Especially when it comes to pragmatics. It results in inability to interpret discourse, in this case, speech appropriately. The condition was seen as problematic, not only

because it directly reflects low English mastery, but also shows the unawareness of mastering pragmatics.

Meanwhile pragmatics is the core of communication skills. As a future talented teacher, the aptitude to present material to elevate students' awareness toward pragmatics is crucial. Of course it is not by giving them complicated pragmatic theory but more easily understandable concept, for instance, what kinds of expressions to express doubt, angry, etc. and how to respond to them. In the status quo, most of teachers rarely perform ability to enable students to invent their own expression, yet only copy from a textbook. This flouts the core of communication for the students by only memorizing not using language with their sense and logic. Therefore, the study of pragmatic analysis toward English discourse should be alleviated among the students of English Education.

On the other hand, "*Pearl Harbor Address to Nation*" by President Roosevelt itself is very interesting to be analyzed. Not only because it was admitted as one of the greatest speeches in the American history, but also because the language variety used is mesmerizing. The speech has a strong rhetorical power as President Roosevelt had generously built a solid foundation for his speech. Vivid imaginary portrayal of the condition is another brilliant strategy for this speech. Therefore, it is important to deeply analyze "*Pearl Harbor Address to Nation*" speech.

C. Limitation of the Problem

In accordance to limitation faced by the researcher, this thesis mainly analyzes the speech based on two theories, speech act and rhetoric theory. The analysis of speech act employs the concept of Austin. Austin (1955) breaks down utterance or speech into three dimensions, locutionary acts, illocutionary acts and perlocutionary acts. In line with Austin, Yule (1966:48) explains the locutionary act as what people say. Illocutionary act, still in Yule (196:46), is the purpose of people in saying something. Meanwhile perlocutionary act is the effect of utterance to the listeners. To provide more comprehensive analysis, the illocutionary act is further analyzing under Searle concept of speech act. Searle (1969), classifies illocutionary act into five points according to their function. They are declaratives, representatives, commissives, directives and expressives. By identifying the speech under speech act theory, the use of language variety, and how it affects the listener is elaborated.

Nonetheless, in analyzing the speech act the portrayal of context is very essential. Therefore, the context will also be described according to theory from Hymes that usually named as “SPEAKING”. It is an abbreviation of Setting and Scene (S), Participants (P), Ends (E), Aims (A), Key (K), Instrumentalities, Norms of Interaction and Interpretation (N) and Genre (G). By understanding the context, more valid result of analysis will be accomplished.

The second issue of this thesis is to analyze the speech based on rhetorical theory by Aristotle. Rhetoric is the art of reasoned discourse or argumentation as a means to produce acquiescence. Aristotle believes that by nature, human is a rational being and

has an attribute to exercise their rationality. Aristotle classifies five canons as a guide to produce persuasive speech, which are invention, style, arrangement, delivery, and memory. The elaboration of how the “*Pearl Harbor Address to Nation*” speech employ those canons to produce persuasive speech is also the main focus of this research.

D. Formulation of the Problem

Based on the previous explanation, the researcher formulates the problems as follows:

1. What are the kinds of speech acts that can be observed in “*Pearl Harbor Address to Nation*” speech during political situations in 1941?
2. What are the kinds of rhetorical arrangement in “*Pearl Harbor Address to Nation*” speech?

E. Research Objectives

Based on the formulation of the problems, the objectives of this study are:

1. to find out the kinds of speech acts employed in “*Pearl Harbor Address to Nation*” speech by President Roosevelt during political situations in 1941 based on Austin’s theory on and to find out the context of situation that influences the speeches, and
2. to explain the kinds of rhetorical arrangements in “*Pearl Harbor Address to Nation*” speech.

F. Significance of the Study

Theoretically and practically, it is expected that the final result is useful for:

1. For those who are interested in speech making and practicing. It can be a reference to produce a good speech.
2. For the English Department of UNY which acts as an education institution. This thesis can enrich the study in the field of linguistics, especially pragmatics and discourse,
3. For students, especially of language department, who are in need of language exposure. It can provide a reference to learn, especially in relation to pragmatics and speech.
4. Other researchers in order to have supported evidences to conduct research in the same field of study.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter provides an adequate theoretical review about a concept of pragmatics, speech acts, context, and brief biography of Franklin Delano Roosevelt and his remarkable speech “Pearl Harbor Address To Nation”. The situation in America and the world politic during 1938-1945, especially in relation with world war II is also portrayed in order to build a basic knowledge to understand the speech. Columnists’ review upon the speech is also shown to strengthen the foundation of this thesis. A conceptual framework is portrayed in the form of diagrams to make it easier to understand.

A. Pragmatics

Griffiths (2006:132) defines pragmatics as the study of how senders and addressees, in acts of communication, rely on context to elaborate on literal meaning. From that definition, it can be concluded that pragmatics focus its analysis on senders, addressees, context and word meaning. In communication, senders (speakers) transfer information via language for the addressee (hearer). The phenomena that can be seen in reality is that every hearer might have a different interpretation toward this information. The interpretation of the words’ meaning depends on the context situation and people’s background knowledge. Pragmatics as a branch of linguistics tries to give a logical explanation why that phenomena can happen.

More specifically, Yule (1996:3) determines four areas that become the major concern of Pragmatics. Firstly, the idea that Pragmatics concern with the meaning as communicated by a speaker and interpreted by a listener. Therefore, Pragmatics is a study of speaker meaning. However, the analysis of words meaning in Pragmatics is different from Semantics and Syntax. Cutting (2002:1) explains that Syntax is the way that the words relate to each other, without taking into account the world outside. It includes grammar, but disregard the actor, time and place setting. More specifically, Morley (2000:22) defines two approaches of Syntax, formal and functional. Formal syntax deals with how words can combine to create larger units of form and eventually sentences. Functional syntax, on the other hand, handles the way in which sentences are structured in terms of smaller functional elements and eventually words. In conclusion, Syntax is a field that study the formation of words and exclude the analysis of meaning

On the other hand, A semantic theory is a theory of one aspect of language, namely the *literal meaning* of words and sentences in that language, as states by Borg (2004:18). Brandom (2008:1) simply calls it as “vocabularies”, the conventional, standard or literal meaning of the words and sentences of a language. In the other words, Semantics studies the relation between the linguistic form and the entities in the world, in which it represents.

From the comparison, Pragmatics differs from Syntax and Semantics for Pragmatics does not only study about the formation of words and its literal meaning.

Pragmatics emphasize on the linguistic forms, the users and the context. It analyse does not only the language, but also the human as language users.

A second area of Pragmatics under the definition given by Yule (1996:3) is that Pragmatics is a study of the context. It analyse of context involves two parties, the speakers and hearers. For the speakers, the context gives an influence on what they said and the appropriate manner to be performed on that situation. For the hearers, the analysis of context involves how they interpret the given information. In line with Yule, Stilwell Peccei in Cutting (2002:2) states that Pragmatics analyses the meaning of words in a specific context. The context includes the condition of physical, social and psychological factors influencing communication as well as knowledge of time, place in which the words are spoken or written. The explanation concludes that the meaning of words depends on the shared knowledge between speakers and hearers. Considered that context is critical issue in Pragmatics, it will be explained further in the next chapter.

Thirdly, Pragmatics also helps people to know more about speaker's intended meaning. Communication does not only involves spoken utterance, but there is something unsaid, yet crucial to the message. This is called as implied meaning. Therefore, Pragmatics is also an investigation toward this invisible meaning.

Last but not least, Yule states that Pragmatics is a study of relative distance. The notion of distance is an essential factor of what is said and what is unsaid. Distance can be in the form of physical, social, conceptual, implies and shared experiment.

From the definition above can be concluded that Pragmatics focus its study on the usage of a language as tools of communication, speakers as language users and hearers to interpret the meaning based on shared background knowledge and context. What differs Pragmatics from other linguistic braces is it does not analyse the text alone, but also concern to human as the users. Pragmatics also put emphasize on the implied meaning, instead of the surface meaning. Therefore, the deeper understanding toward discourse is required.

B. Scope of Pragmatics

As mention above, Pragmatics is a study of speaker's meaning. It covers several scopes, including deixis, cooperative principle and implicature.

1. Deixis

Understanding the principle of deixis best comes from the simple definition from Yule (1969:9), deixis is pointing via language. Any linguistic feature used to accomplish this “ pointing’ act is called deixis expression. For example, when a child ask to her brother, “Who is that?” while looking at a man next to the door. He naturally uses deitic expression or commonly known as indexical.

To understand “what people pointing at”, context of utterance is very important. As Levinson (1983:54) states that deixis concerns the way in which languages encode or grammaticalise features of the context of utterance or speech event, and thus also concern ways in which the interpretation of utterances depends on the analysis of that context of utterance. By understanding the context, the

listener can interpret the indexical correctly. Yet, we cannot deny the fact that using deixis potentially create ambiguity. Yule (1969:9) divides deixis into three types; personal deixis, temporal deixis and spatial deixis.

2. Cooperative Principle

Cooperative principle is a concept invented by Grice in 1975 to describe how people interact one to another in conversation. This concept lies in the assumption that when people speaking to each other, they try to cooperate with another to construct a meaningful conversation. Thus, in keeping the direction of conversation, one must contribute appropriately. Grice (1975 : 45), states “Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.”

Both Yule (1969:37) and Grice (1975:45) further elaborate Cooperative Principle in four sub-principle or commonly knows as Maxims.

a. Maxim Quantity

Maxim of quantity strongly related to the amount of information one should provide within talks. Grice (1975:45) describes two important points to be obeyed.

- 1) Make your contribution as informative as is required (for the current purpose of the exchange).
- 2) Do not make your contribution more informative than is required.

Dispute or violation in the maxim of quantity may not result in extreme infringement, however, it might be confusing and might mislead the listener into different focus of conversation. Further, it can also raise issues to violation on the maxim of relation. To enhance the understanding about maxim of quantity, take a look at the following example:

A: What time should I pick you up from school?

B: **13 P.M pleases.** I have to meet Mrs. Mulyani at 12.30. She is a new headmaster and we have to talk much about school programs. She is a very nice person.

From the conversation above, we can see that B violate the maxim of quantity by giving unnecessary information about Mrs. Mulyani. “13 P.M please”, should be adequate to answer A’s question.

b. Maxim Quality

Making a contribution by stating true statement is a basic principle of Maxim of Quality. Grice (1975 : 46), states supermaxim “Try to make your contribution one that is true’ and more specifically, two maxims:

- 1) Do not say what you believe to be false.
- 2) Do not say that which you lack adequate evidence.

Violation on a maxim of quality can result in failure to provide reliable information in a conversation, either it is a lie or misleading information. It considers as more tangible harm because it will also affect trust from other people.

c. Maxim of Relation

Maxim of relation has only one supermaxim to be described ‘Be relevant’. It simply means all the contribution should be relevant to the conversation. To preserve maxim of relation, it is essential to know the context of situation one’s talking about. Otherwise, the conversation will go in a different direction.

d. Maxim of Manner

Maxim of manner is rather different from three others because it focuses on HOW utterance said instead of WHAT is said. Still in Grice (1975:45), manner includes one supermaxim “Be perspicuous” and more specific maxim such as :

- 1) Avoid obscurity of expression.
- 2) Avoid ambiguity.
- 3) Be brief (avoid unnecessary utterance).
- 4) Be orderly.

In daily conversation, maxims are not something clearly stated by the speaker. They are unstated assumption, as we assume people will normally provide appropriate information in relation to those four maxims. Failure in giving such of contribution will lead into miscarriage within the discourse, for instance irrelevancy, misunderstanding, lies and so forth. It is possible for one maxim is less urgent than another, however maxim of quality should not be violated in any scenario.

3. Implicature

Levinson (1983:97) states that implicature stands as a paradigmatic example of the nature and power of pragmatic explanations of linguistic phenomena. It can be shown in the organization of language, some general principles for co-operative interaction, and yet these principles have a pervasive effect upon the structure of language. Thus, implicature seems to offer some significant functional explanations of linguistic facts. It also provides some explicit account on how it is possible to mean more than what is actually said than what is literally expressed by the conventional sense of linguistic expressions uttered.

Grice in Levinson (1983:100) also asserts that the kind of inferences that are called implicatures are always of this special intended kind, and the theory of implicature sketches one way in which such inferences, of a non-conversational sort, can be conveyed while meeting the criterion of communicated messages sketched in Grice's theory of meaning.

C. Speech Acts

1. Definition of Speech Acts

Austin in Cutting (2002:15) defines speech acts as the action performed in saying something. In line with Austin, Yule (1969:47) also defines speech acts as actions performed via utterance. Further, he gives a more specific label such as apology, complaint, compliment, invitation, promise, request etc. Both Austin and

Yule analyse speech acts into three different analyses of locutionary, illocutionary and prelocutionary. Three of them will be elaborated more in the next point.

Every spoken utterance is not a meaningless set of words. There must be intention or purpose of saying the words. Consequently, some utterances can cause other people do something for the speaker. Some others also can change the surrounding condition by words. That is what speech acts theory means. It takes into account utterance more than what is said, but the intention and impact after it is uttered. In conclusion, we can say that speech acts are actions performed after utterance being spoken.

2. Classification of Speech acts

a. Austin's Clasification of Speech acts

Austin was one of the foremost linguist in the 20th century. His book *How To Do Things With Words* (1955), introduce the most influential view on analysing utterance. Austin states two principles that contrast with the previous theory. First, Austin (1955:11) argues that “sentences do not 'describe' or 'report' anything at all, are not 'true or false'.” Thus, they have no truth-value. In other words, we cannot examine whether a sentence is true or false. Secondly, he argues that “The uttering of the sentence is, or is a part of, the doing of an action, which again would not normally be described as saying something.” In conclusion, Austin makes his point that in appropriate circumstances, to utter sentences is not just say, but rather performs a certain kind of action.

Resuming those two concepts, Austin names it performative utterance, performative sentence or “a performative”. It derives from the words “perform” (verb) and “action” (noun). It indicates that issuing an utterance is the performing of action, not normally saying anything. To make this concept understandable, takes the example of a woman saying “ I do” in a marriage ceremony. It does not describe the marriage situation, or simply say random words. It performs her willingness to be someone’s lawful wife.

It is in line with Rankema (2004:13), who states that defines all expressions of language must be viewed as acts. Later, Austin calls this performative sentence as speech acts, which divided into three major issue : locutionary act, illocutionary act and prelocutionary act.

1) Locutionary Act

In accordance to Yule (1996:48) locutionary act is a basic act of utterance, or producing meaningful linguistics expression. Locutionary act is what Austin (1955:94) calls as the act of saying something . In other words, locutionary act is what people says. In producing a meaningful utterance, people should bear in mind about grammar, vocabulary and other linguistic features. Otherwise, the utterance will be meaningless.

Example :

- I want to have some coffee, please.
- She has the most expensive car in town.

2) Illocutionary Acts

People never states utterances without purpose. Analysing this purpose is under the dimension of illocutionary act. Yule (1996:46), defines illocutionay act as function of utterance in people's mind. Illocutionary act is performed through the locutionary act. In other words, illocutionary act can also be defined as people's intended meaning.

Based on Austin (1955:98), to determine what illocutionary act to perform, one must decide in what way locution is used, for instance asking or answering question, announcing , informing etc. It is commonly called illocutionary force. Illocutionary force is mostly analyzed in speech acts because it will highly affect the next dimension, perlocutionary act.

3) Perlocutionary Acts

Yule (1996:48) states that creating an utterance with a function with intending it to have an effect is called a perlocutionary act. Similarly, Cutting (2002:64) also argues that the perlocutionary act is the effect of the speaker's words on the hearer.

It is what is done by uttering the words, the result of the words. Depending on the circumstances, the speakers will utter on the assumption that the hearer will recognise the effect the speakers intended. This is known as the perlocutionary effect.

b. Searle's Classification of Speech acts

Searle's classification of speech acts has originally broadened from illocutionary act theory by Austin. Searle (1979:1) expresses his idea to develop a reasoned classification of illocutionary act into certain basic categories of types. Searle (1976), later analyzes that illocutionary act is a minimal unit of human communication. In general, it consists of an illocutionary force (F) and a propositional content (P).

Example :

- Two utterances : “You will leave the room” and “Leave the room!”
- Both have same propositional content, namely “You will leave the room.”
- Yet, they infer different the illocutionary force. The first utterance has the illocutionary force of prediction, while the second utterance indicates an order.

Otherwise, there could be two sentences with similar illocutionary force, but similar propositional content. Thus, he tries to formalise the logical property of illocutionary act because Searle believes that every act performed in illocutionary is constituted by the rules of language. In Cutting (2002:16), he says that general illocutionary acts do not provide enough information within themselves because they mostly depend on context. Thus, Searle develops more detail speech acts in five classifications.

1) **Declarations**

Declarations are those speech acts that change the world via their utterance. There is a significant difference before and after the utterance said.

Example :

- Priest : I now pronounce you husband and wife.
- Jury : we find the defendant guilty
- President : We are now in a war against Russia.

2) **Representatives**

Representatives are kind of speech acts that state what the speaker believes to be the case or not. It can be in form of assertion, conclusion, or description. In using representative, the speaker makes words fit the world or believe.

Example :

- The earth is flat.
- Halliday is a great linguist.
- It was a beautiful day.

3) **Expressives**

Expressives are those kinds of speech acts to express what speakers feel. It is a reflection of peoples' psychological states such as pain, likes,

dislikes, happiness, love, etc. In using expressives, the speaker makes the words fit their feeling.

Example :

- Congratulation for your graduation.
- I am glad to hear that.
- I love you.

4) Directives

Directives are kinds of speech acts that speakers use to get someone else to do something. This is the expression of what the speakers want. It can be in the forms of commands, orders, suggestions etc.

Example :

- Could you pass me the sugar, please.
- Don't close the door.
- Make me a glass of tea.

5) Commissives

This is a kind of speech acts that speakers use to commit themselves to some future action.

Example :

- I promise to love you forever.
- I will visit you next month.
- We are going to go to a movie tonight.

Yule (1996:55) creates a summary of five general functions of speech acts with the features as follows:

**Table 1. The five general functions of speech acts
(following Searle 1979)**

Speech acts type	Direction of fit	S= speaker; X= situation
Declarations	words change the world	S causes X
Representatives	make words fit the world	S believes X
Commissives	make the world fit words	S intends X
Directives	make the world fit words	S wants X
Expressives	make words fit the world	S feels X

3. Types of Speech Acts in Terms of Directness

Yule (1996:54) analyses different approach on speech acts based on the relation between structural form and communicative function of the sentence. There are three basic types of sentence (declarative, interrogative and imperative) and three general communicative functions (statement, question, command/request). Searle in Cutting (2002:19) also examines speech acts based on this relation, then classifies it into direct and indirect speech acts.

a. Direct Speech Acts

Searle in Cutting (2002:19), says that direct speech acts is when there is a direct relation between the form and the function. Yule (1996:54) says a similar

statement about direct speech. The example of direct speech is when declarative sentence is functioned to make a statement.

Example :

I like cupcakes very much. (declarative = statement)

Do you know where can I buy polo shirt? (interrogative = question)

Get out of my way! (imperative = command)

b. Indirect Speech Acts

On many occasions, people communicate implied meaning during the conversation. Still, Searle in Cutting (2002:19) calls this form of communication as indirect speech acts. Indirect speech acts are when people want to communicate a different meaning from the apparent surface meaning. On the other word, Yule (1996:55) explains more simply by saying that indirect speech acts is when there is no direct relation between the structure and function of sentences.

Example :

Could you pass me the sugar, please? (interrogative = command)

Enjoy your lunch. (Imperative = statement)

4. Felicity Condition

Performance of speech acts can only be recognised as intended in certain appropriate circumstances or condition. This condition, according to Yule (1996:50) is called felicity condition. This condition requires a speaker and a listener (specific

person) in a specific context who can share similar common knowledge to understand the discourse.

According to Searle in Rankema (2004:14), felicity condition consists of four formulas that illocution have to meet. They are explained as follows:

a. The Proportional Content

In the case of “promising”, for example, the act that the speaker commits himself or herself to (the proposition) must be a future act to be carried out by the speaker himself. One cannot make a promise for someone else or promise to do something that has already been done. Yule (1996:50) also defines this as content conditions, a further content condition for a promise requires that the future event will be a future act of the speaker.

Example:

** I promise I'll home at six.*

Thus, the speaker knows that she carries out a future act; she will be at some place that the speaker and the addressee have talked about, and the addressee will also be there.

a. The Preparatory Condition

This condition concerns to those circumstances that are essential for the uptake of an illocution as the intended illocution. For example, in “promising” case, these circumstances require the content of the promise which shall not be disadvantageous to the addressee.

b. Sincerity Condition

This is the condition in which the speaker must honestly be willing to fulfil the future act. For example, in a promise, the speaker genuinely intends to carry out the future promise, or for a warning, the speaker genuinely believes that the future event will not have any beneficial effects towards the addressee.

c. Essential Condition

Finally, this is the condition that separates the illocution in the form of question from the other illocutions. In “promising” case, that means the speaker takes upon himself the responsibility of carrying out the act stated in the content of the promise. Or in other words, the speaker intends to create an obligation to carry out the action as promise. Thus, this essential condition combines with a specification of what must be in the utterance content, the context, and the speaker’s intentions, in order for a specific speech acts to be performed.

D. The Context According to Hymes

It is obvious that context is an important concept in analysing speech acts. Nunan (1993:7) defines context as the situation giving rise to the discourse and within which the discourse is embedded. Context is important because it will influence the meaning of speech acts. The statement is strengthened by Keskies and Horn (2006:75), who state that verbal communication gives a central role to develop meaning in a contextual setting. Keskies and Horn add that context significantly influence verbal communication, especially in intercultural communication.

Nunan (1993:8), divides context into two types, linguistic context and non-linguistic context. Linguistic context refers to the language that surrounds or accompanies the piece of discourse under analysis. Meanwhile, non-linguistic context refers to the context within which discourse takes place. It includes the type of communicative-event, the topic, the purpose of the event, the setting (location, time, or physical aspect of the situation), the participant and the relation between them and last but not least the background knowledge and assumption underlying the communication.

On the other hand, Holmes (1992:12) proposes a concept that context shall be seen in several factors that are relevant and helpful. In any linguistic choices will generally reflect the influence of one or more on the following:

- 1) The participant: who is speaking and who are they speaking to?
- 2) The setting or social context of the interaction: where are they speaking?
- 3) The topic: what is being talked about?
- 4) The function: why are they speaking?

One of the most popular theories of context is proposed by Hymes, commonly known as “SPEAKING”. Hymes in Wardaugh (2006:247), has proposed a framework which takes into account the various factors that are involved in speaking and relevant in understanding how certain a communicative event achieves its objectives. He uses the word “SPEAKING” as an acronym to describe those factors. They are explained as follows :

1. Setting and Scene (S)

The setting and the scene of speech are very important to identify the context in conversation. Setting refers to concrete physical circumstances in which the speech takes place, for example the place and time. Meanwhile, scene refers to more abstract psychological setting, such as the cultural definition of the occasion or the degree of formality which the speech takes place. This cultural setting will influence the use of language and the way speaker delivers the speech.

2. Participants (P)

Participants include the person or people who are involved in the event where the speech happens. Generally, they are speakers and hearers. But more specifically, they can be a combination of speaker- listener (involve only two persons), addresser-addressee (speaker and a group of people, i.e political speech) and sender-receiver (two persons in telephone). Both of the speaker and the listener generally fill certain socially specified society. In order to perform speech acts effectively, both of them must share similar background knowledge.

3. Ends (E)

Ends refers to the conventionally recognized and expected outcomes of an exchange as well as the personal goals that participant seek to accomplish on a particular occasion. From the definition can be inferred that even if an occasion has its own purpose, yet every participant can have a different goal in attending certain occasion or having a conversation. A court, for example, has a recognizable social end, but various participants, i.e the jury, defense, witnesses,

have different personal goal. A public political campaign also serves its own ends, but the orator and the listener might have a different view of seeing the event.

4. Act Sequence (A)

Act sequence refers to the actual form and content of what is said. It involves the precise words, how they are used and the relation to the actual topic at hand. For example, to be involved in public lectures, cocktail party or casual conversation someone must use different language depending on the situation. It is very important to be able to mingle and to be accepted by the community. This use of language mostly becomes the aspect of speaking that interest discourse expertise to examine.

5. Key (K)

Key is defined as the manner in delivering the speech. It includes the tone, gesture, posture, expression or spirit which particular message is conveyed, i.e : serious, sarcastic, precise and so on. Key is noticeably a part of nonverbal communication. The key must fit the content or occasion where the speech or conversation take place. Otherwise, people will not pay attention or rather pay more attention on the key instead of the content.

6. Instrumentalities (I)

Instrumentalities are the choice of channel to actually perform the speech, The channel can be in the form of oral, written, telegraphic, audiovisual and so forth. Instrumentalities also includes the form of language within the speech, i.e formal, legal, code, register, terms and so on. One can employ more than one

instrumentalities at the same time. The use of code switching between English and Italian in Toronto is one of the examples, as well as quoting words from Shakespeare in the speech.

7. Norms of Interaction and Interpretation (N)

They refer to specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them. For examples: loudness, silence, gazes, return, and many more.

8. Genre (G)

Genre refers to clearly demarcated type of utterance; such things as poems, proverbs, riddles, sermons, lectures, prayers, and so on. They are indeed different with casual speeches. For example: church services conduct sermons, colleges have public lectures, poets read poems, and so on.

Beside the context of the situation, Yule (1996:21-22) believes that social-cultural convention should be a consideration to interpret the message. It ensures that the word or the phrase chosen by the speaker to identify an object will be interpreted as the speaker intended. Take an example, a phrase “Your ten-thirty cancelled” in dentist office will only refer to something based on the local context.

E. The Classical Rhetoric Speech

Speech is one form of public speaking that is delivered in certain occasion, such as campaign, inauguration, graduation and others. In society, speech has been a tool of communication. It has a function to deliver messages with a specific purpose.

According to Slagell (2009:1), speech is one of public speaking that has a communication interaction in the form in which the oral communication is shared with more than one listener and there is one person in the interaction who does most of the communicating. Meanwhile, Lucas (ND) defines speech as a good structural utterance delivered by someone in public and has a positive impression toward listeners.

Regarding to its function in the society, many experts since centuries ago tried to figure out the theory to construct and perform speech at its best. The theory is known as rhetoric. According to Plato, as the one who coined the term on 400 BC, rhetoric defines as the art of words, speech or discourse.

In Roman and Greek where the speech became the major tools of communication, the rhetorical theory expanded rapidly. There are many interpretations of rhetoric from the origin. One of them is by Quintilian who believes that rhetoric is a knowledge of speaking well, not only in giving persuasive argument but also has an imperative moral purpose. Quintilian emphasized on the moral value within a speech. Thus, a good speech can only be delivered if the speaker is a noble man. Yet, this thesis will focus more on the rhetorical theory by Aristotle.

1. Aristotle Theory of Rhetoric Speech

Aristotle defines rhetoric as the ability in each (particular) case to see the available means of persuasion. The speaker implements the rhetoric concept to intentionally perform the act of persuasion. In contrast to dialectics, rhetoric address particular issues usually through continuous oration. Aristotle believes that people

practice the rhetoric in the public sphere, such as law courts and public ceremonies to persuade and convince the others.

To invent an artistic means of persuasion, Aristotle puts a great emphasis on understanding valid logical argument. In order to achieve its goal to persuade people, rhetoric requires knowledge of the subject, knowledge of logical method and knowledge of the psychology of the audience. Thus, it can affect people's both by reason and emotion. In accordance with that purpose, Aristotle invents a concept which includes three elements, ethos, logos and pathos. Ethos refers to the speaker or presentation of his character as a trustworthy. Logos refers to the logical argument. Lastly, pathos is a way of awakening the emotion of the audience. The combination of those three results in an appealing speech.

To construct a good speech, language plays an important role. Language, as Aristotle in McKeon (1946:2) describes as an artificial composition and symbolic structure is employed in scientific demonstration, practical communication, regulation and aesthetic composition. Logic without proper choice of words will worth nothing to persuade people. That is why Aristotle also emphasizes the diction as a tool and symbol of communication.

2. The Five Canons of Rhetoric

Canons of rhetoric are the most common techniques employed by the speaker to arrange and organizing argument within speech. These canons were formalized in the Roman work *Rhetorica ad Herenuim* as the work of Cicero in the first century. On his work, the author writes :

The speaker, then, should possess the faculties of Invention, Arrangement, Style, Memory, and Delivery. Invention is the devising of matter, true or plausible, that would make the case convincing. Arrangement is the ordering and distribution of the matter, making clear the place to which each thing is to be assigned. Style is the adaptation of suitable words and sentences to the matter devised. Memory is the firm retention in the mind of the matter, words, and arrangement. Delivery is the graceful regulation of voice, countenance, and gesture.

These canons, effectively describe what the speaker should do since the first time constructing her/his speech. Here are further explained about the canons of rhetoric speech.

a. Invention

Invention is the first stage of rhetoric. Heath (2001:90) defines invention as a stage of discovery. It designates to discover the resources for discursive persuasion. In line with Heath, Aristotle explains that the invention is a capacity for discovering the available means of persuasion in each case. Invention refers to the act of finding something to say that lends support to the speaker's position.

Invention is very critical in rhetoric because it provides the speaker with adequate resource and knowledge which precisely gives a speech substance and value. However, the invention is also considered as the most difficult part for it requires extra time and effort to figure out what is the best form of resource and construct it to be a speech.

Neglection toward invention can result into the failure of speech. This is because the speaker will not have adequate knowledge to create extensive

argumentation. At most of the time, it causes the speaker repeating the same point over again, which obviously very disadvantages her/him.

Resources of knowledge are a critical point of invention. One of the best resources of invention is public memory which represents the storehouse of social norms, public opinions, values, conventions, and shared experience within the society. Bringing this material will make the speech more appealing and intuitively accepted since it is a people's common sense.

However, there are seven basic categories of resources that can be employed by the speaker to persuade an audience. They are maxims, facts, testimony, examples, narratives and topics. It is better to combine them all together to produce more complex and powerful speech.

1) Maxims

A maxim is a short, pithy statement expressing a general truth or rule of conduct that is commonly accepted by the culture. In society, maxim is used to justify a variety of beliefs and actions. It can be found in the form of clichés and proverbs, for instance “a tree is known by its fruit”.

Commonly all cultures have this maxim to bind the member through these rules and principles. It is a medium to share the value they believe in. Employing maxim which fits the situation and the argument is a good strategy in rhetoric.

2) Facts

A fact is a condensed empirical claim which tells about some facet of the world that we can rely upon to be true. There are two sources of facts, daily experience (fire burns) and reliable scientific research (there are only 200 rhinos left in 2012). Facts help to make a common sense argument more appealing and make the case more specific. Either way, it is also useful to challenge opposite common sense.

3) Statistics

The statistic is a mathematical generalization that helps people predict about certain types of objects or events. It is different from fact for it only tells about the probability. However, this probability that more likely happens and grows a sense of certainty is very persuasive. It is justifiable to be used by citing the respected and reliable resource, not distorted by partisan influences.

4) Testimony

Testimony consists of direct quotation from individuals who have a significant role in a case. There are various forms of testimony. Lay testimony is a quotation given by ordinary people who had a relevant experience with the issue. It works by telling something happen by drawing the personal experience and giving a human touch in the speech. Second testimony is an expert testimony which is given by individuals who may not directly involve but has a considerable amount of information about

the subject matter. It is used to convince the audience in the basis of knowledge. Last, prestige testimony refers to a statement from famous, noble and well-respected individual who might not involve or has information but whose words provide insight and inspiration. Those three can be used as the function and need.

5) Examples

The example includes the description of actual or hypothetical events, people, objects or processes that embody the idea in a concrete form. It helps the audience to have a clearer portrayal of the idea, especially when dealing with abstract claims.

There are two main kinds of example. The first one is an actual example. It describes the real thing that exists or happen, for instance history, news, personal experience or science. Second, fictional example is a description of events that do not happen.

6) Narratives

Narrative is a dramatic story that is more complex than example to help the audience understand the speech by giving illustration through the characters. Narratives provide a more enjoyable way to follow the idea in a speech.

7) Topics

The last resource of invention is not a particular thing, but a way to relate things together. Topic of invention represents specific ways of

placing and arranging material into a structured framework. Topic of invention is actually useful to help speaker figure out what is inherently important and matter about the subject.

There are four elements of the topic, they are definition, division, comparison and relationship. Definition is the act of defining object properly. The division is used to break down a whole thing into more constituent part. The comparison is used to figure out the similarities and differences between two objects. Lastly, the relationship is to investigate whether there is a cause and effect between two things.

Those are the whole concept of resource of invention. To enrich the speech, the material and argument can be enriched through many sources, such as websites, newspapers, journals, magazines, books or government documents. After finishing the preparation of data, starts to write the speech and evaluate if anything is improper. Preparing best at invention stage really matter to produce a good rhetoric speech.

b. Arrangement

After figuring out the resources, a speaker now must organize that into a coherent speech structure. That is what arrangement refers to. The arrangement is a step of giving an order to a speech. Classical Roman oration believes in a rigid sequence of arrangement which consists of introduction, statement of fact, division, proof, refutation, and conclusion. Those elements are further explained as follows.

1) Introduction (*exordium*)

Introduction or *exordium* as the first order has a function to state a purpose of speech as well as establish credibility. It should arouse the desire of audiences to further listen to the speech.

2) Statement of Fact (*narratio*)

The statement fact has a function to provide substantial background of information needed to get the audience up to the history of the issue. The main purpose of *narration* is to give adequate information so that the audience understand the context of the speech. The statement of fact can arouse the effect of persuasion to the audience. It will make the speech more logically accepted.

3) Division (*partitio*)

Division is a bridge from the general fact statement into more specific arguments. The best transition form is by stating the summary of the arguments that the speaker about to deliver. The speaker can say, for instance, “In my speech I will address three issues”. It helps the audience draw a framework of their own mind to follow the rest of the speech

4) Proof (*confirmation*)

Proof is the main body of the speech. It is the time when the arguments are established in a logical manner to satisfy the audience’s thirst of explanation. The act of persuasion will only work if the argument is convincing. Thus, it is a crucial stage in speech delivery. Relating the

argument with the facts that are previously stated, it is important to remind the audience about the context.

5) Refutation (*refutatio*)

Refutation is an action to highlight the weakness of the argument that has previously been established. It might seem counterproductive, yet sharing the weakness of the arguments will make the speech more effective under two reasons.

First, it gives a chance for the speaker to give pre-emptive answer toward opposing argument or doubt within the audience's mind. This pre-emptive action will prevent the audience from growing any assumptions on their head.

Secondly, showing the weakness of arguments can arouse the ethos of the speaker. It is an intellectual way to gain an audience's trust and sympathy because admitting the weakness means the speaker is realistic.

6) Conclusion (*peroratio*)

Peroratio has a function to sum up the arguments as forcefully and as remarkable as possible. The conclusion will be more remarkable if the speaker puts some emotional touch into it. It is in line with Aristotle's idea, saying that good speech should be able to lead both logical and emotional of the audience. One of the most remarkable *peroratio* can be seen in Martin Luther King Jr.'s "I Have A Dream" speech. He fired up the spirit of

audience by repeating the statement “Free at last! Free at last! Thank God Almighty, we are free at last!”. It successfully touched the emotion of his audience.

c. Style

Style is the complement of invention. If the invention focus on the idea or argument within a speech, style focuses on the manner of delivery. Style refers to the unique manner in which the speaker guides of the audience through speech and makes the transition between different items gathered through invention and then structured through arrangement. Some argue that style is just a complementary canon. Yet it is not true, according to Aristotle. His two pupils, Theophratus and Demetrius invent five virtues of style, which are :

1) Correctness

Correctness means to speak and write in accordance to the rules and norm of one's language, such as grammar and syntax. Correctness is important to achieve the effective means of communication because it will make the speech clear and understandable. It avoids ambiguity and confusion as the result of inappropriate use of language. Moreover, it can also indicate that the speaker is well-educated person who has a good *ethos*.

2) **Clarity**

Clarity emphasis on the simple and understandable speech. Therefore, it can be followed easily by the audience. It prevents the audience from losing the track of the idea.

3) **Evidence**

Evidence is an effective way to reach the audience's emotion through vivid description. It is important for people is easily persuaded by emotion (*pathos*) and logic (*logos*). The vivid description using evidence is very appealing to elicit their emotional response.

4) **Propriety**

Property is the quality of style which deals with the choice or words or phrase. The diction should fit the condition and stated at the right time. In short, property means saying the right thing at the right place and time.

5) **Ornateness**

Ornateness involves making the speech persuasive by manipulating the sound and rhythm of words. Giving more stress in important part, lowering the tone, lowering the tempo can make the speech more dramatic ad effectively persuasive.

d. **Memory**

Memory, as the fourth canon, involves the ability to memorize the text and reproduce it in a manner that seems more natural rather than artificial. It is

the act of absorbing the content and form the speech fully into oneself to produce an unforced expression of one's thought and feeling during the speech.

Canon of memory is important to be performed under two reasons. Firstly, for the speaker, memorizing and therefore internalizing a speech provides the level of confidence. It also eliminates the feeling of nervous when performing speech because she/he knows for sure what to say. Secondly, it can also double the effect to the audience. Listening to the speech which come from the heart with emotional property, not only from an empty manuscript makes the message more powerful and sincere resulted in greater trust of the audience.

e. Delivery

The last canon of rhetoric is delivery. It deals with the manner in which the speaker physically performs the speech through the voice and gesture. It is slightly different from the style. Style focuses on the composition of words within the speech, meanwhile delivery address the manner delivering the speech as it is performed by the body.

F. "Pearl Harbor Address To Nation" Speech

1. Summary of "Pearl Harbor Address To Nation" Speech

The Pearl Harbor Address To Nation" Speech was delivered on December 8, 1941 as the response to the sudden attack by Japan on US Navy Base on Pearl Harbor. In the speech, President Roosevelt how the attack on Pearl Harbor

happened and the damage suffered by America. President Roosevelt also successfully portrays the relation between America and Japan at that time to show how surprising the attack was. It is said that America and Japan were at peace and still having a diplomatic conversation. Several aggressive attacks by Japanese in Pacific area were also stated to appeal the congress. In the last of his speech, President Roosevelt stated clearly to propose a war against Japan.

2. The Purpose of “Pearl Harbor Address To Nation” Speech

According to Dlugan (2013), the speech had two purposes, to urge the Congress to formally declare war on Japan and to rally American people to support the war effort. President Roosevelt addressed two important actors, the congress and the people because it is important to convince them since the bill of war can only pass if it being agreed by at least 2/3 member of congress. Moreover, gaining support from the American people was equally important.

Besides, President Roosevelt’s speech also aimed to ensure that the congress and the nation knew that fact behind the tragedy. It includes the relationship between Japan and America before the attack and how the attack was planned consciously by Japanese. By doing so, The President wanted to justify a war againsts Japan.

The speech also has a purpose to lit the fire of confidence within American people, by saying that they would come out victorious. At the same time, his striking words also helped the nation to recover from one of the greatest tragedies in history of America.

3. The Impact of “Pearl Harbor Address To Nation” Speech

The speech brings tremendous impact, not only for American people, but also to the world. The speech resulted on the unanimous voting 388 to 1 in congress. That was an incredible achievement for uniting two different entities within the parliament, Democrat and Republic Party, who were oftenly opposing one to another. Moreover, at that time America was reluctant to join war because they wanted to focus on building their economy. The fact that war required a lot cost also made them reluctant to take a part. Thus, being able to change the congress' mind makes President Roosevelt deserving a high credit. For that result, the bill of war passed and America was officially in the state of war against Japan.

But the biggest impact was it changed the whole world political map, especially at the time of World War II. The war against Japan was also meant that America officially involved in World War II. America contributed high power to the Allies (British, Rusia, China and France) to defeat Axis (German, Italy and Japan). It resulted in the winning of the Allies in World War II.

The effect of the war also affected the American people since the goverent reallocate their budget to military spending. The industry also converted to support military needs, such as providing weapon, tanks, aircraft and so on.

4. Columnists Analysis About “Pearl Harbor Address To Nation” Speech

Awarded as the fourth best speech in American Rhetoric, there are a number of columnist who states that “Pearl Harbor Address To Nation” is a remarkable speech. One of them is Neil Schlanger, founder and president of Schlanger Group

(ND) says that Roosevelt's speech is a masterwork of leadership communication in a crisis. Capece (2012) also argues that the speech is a brilliant rhetorical art that can perfectly fulfil the criteria of ethos, pathos and logos.

“There is no blinking at the fact that our people, our territory, and our interests are in grave danger.”

He states that it is one of the statements which creates an obvious need to attack Japan in order to protect the country. The perfect ethos, pathos and logos make the speech becomes one of the most recognisable and significant speeches in the history of America.

The famous historian, Smith in Rollyson (1941), notes, twelve times in a speech of only twenty-five sentences the President was interrupted by thunderous applause. On the other hand, Newman (2010), says that the speech is not only great, but also employs a very good strategy by addressing both parties, the congress and the nation.

In addition, Kimble (ND), on his journal states that President Roosevelt frequently evoked splendid elements of narrative to increase its persuasiveness. He emphasized non four points, which are the Axis powers as immoral enemy, Democracy as a symbolic victim, the United States as a moral agent and lastly, the principles underlying the four freedoms as a standard of “good war” done by the United States. By explaining these points, President Roosevelt at the end was able to deconstruct people's mind to agree with joining the war.

G. World Condition During 1938-1945

There had been many phenomena in any side during 1938-1945. Some historian argues that it was the impact of residual conflict within previous World War I. Some of the most significant events were the great depression, the economical shifting power, the invasion of other countries that was continuously conducted, and the world war II.

1. World War II

World war II was the biggest global war that lasted from 1939-1945. Based on historical record, the war was started on 1 September 1939 as the result of the German's invasion to Poland. This attack triggered Britain and France to declare the war against German two days later. Even if this attack was a symbol of war beginning, many expertises believes that this was only an accumulation of conflict after World War I.

There were two big alliances during world war II, allies and axis. Allies consisted of France, Britain, Uni Soviet, China and some clients and puppet states. On the other hand, Axis consisted of Germany, Japan, Italy also with their clients and puppet states. Two years after the war begins America finally joined the war at the side of the Allies as a respond to Pearl Harbor attack.

The major war participants were at the stage of total war, throwing all of their country's assets in the war. The massive conversion from industrial development to fulfill military needs was conducted, military service was compulsory in all the countries, even the economics were put asside in order to focus achieving a victory in the war. Called as the deadliest conflict in human

history, the war marked by a bloody bombing attack in the battlefield, the tragic holocaust by Nazis to Jews people, and the first use of nuclear weapons in combat. Uncountable soldiers and civilians were killed and the rest even still feel the psychological impact of war until today.

There were three major battlefield during the war, the west front, eastern front and Pasific front. The west front occurred around Europe countries, such as Denmark, Norway, Belgium, Luxemborg and Netherlands. However, the war was expanded into the Mediterranean, Middle East and African Countries. Britain and France were the front liners on this battle at the side of Allies. At the side of the Axis, German and Italy launched offensive military attack againts them.

The battle on the Eastern front exploded when Uni Soviet refused to join Tripartite Pact. Afterward, Uni Soviet and Germany involved in the bloodiest fight in World War II. Germany started to invade surrounding potential countries and successfully reached the outer suburbs of Moscow two months later. The *blitzkrieg* strategy was effective to broke Soviet military. However, at the end Germany suffered lost on this battlefield.

The fight in Pasific involved Chinese and Japanese. However, the aggressive attack conducted by Japan motivated Britain, China and finally America to declare war against them. For Japan had signed Three Alls Policy with German and Italy, the war against Japan also belonged to their war.

2. Pearl Harbor Attack

As it was mentioned by President Roosevelt, the attack on Pearl Harbor was undertaken on December 7th, 1941. It started at 07:55 in the morning and lasted for only one hour and 15 minutes. However, Japan mobilized his full power by utilizing 353 aircraft launched from four heavy carriers to strike force. It included 40 torpedo planes, 103 level bombers, 131 dive-bombers. And 79 fighters. Nonetheless, the attack also strengthens by two heavy cruisers, 35 submarines, two light cruisers, nine oilers, two battleships and 1 destroyers (The National WWII Museum).

Considering the full power that Japan's employed, the severe damage to the side of the United States was inevitable. Despite the death of more than 2000 armies and civilians, the United States also suffered from losing its prestigious battleship, USS Arizona. USS Arizona sank in the Atlantic Ocean with its crew on board. Most of the victims at Pearl Harbor were from the Arizona. The following table shows the losts in United States of America :

Table 2. The Number of United States Casualties At Pearl Harbor

Service	Killed	Wounded	Total
Navy	2, 008	710	2718
Army	218	364	582

Marines	109	69	178
Civillians	68	35	103
Total	2,403	1,178	5,581

Table 3. United States Aircraft and Ships Damages At Pearl Harbor

Service	Damaged	Destroyed
Navy	31	92
Army Air Corps	128	77
Battleships	8	2
Cruisers	3	0
Destroyers	4	0
Auxiliaries	5	1
Total	206	172

In comparison, to that number, Japan only losts 29 aircraft and 5 midget submarines during the attack. Only one Japanese soldier was put in prison and 129

Japanese airmen and sailors were killed. Statistically, Japan won the battle at that moment, but the way United States respond to it was beyond calculation.

The questions that come to mind about the attack is, what motivated Japan in doing such of a high risk attacks? This question had been debated ever since the attack was undertaken. According to Coakley (2001:37), the decision to conducted the attack in Pearl Harbor was unwise. It seemed impossible to defeat a country which had an industrial capacity nine times of theirs. The industrialization in Pittsburgh, for instance, could produce three times more steel than all of Japan did during World War II. By any chance, Manchuria, which envisaged as Japan's industrial base during the second World War could only produced far less than half of Pittsburgh did. But Japan still continued anyway.

Morgenstern (1947:11) sums up Japan's motives behind the Pearl Harbor attack into two reasons. The first reason is related to the tripartite pact which bound Japan, Germany and Italy as one allies. So the attack with one of them means a direct war toward all the alliances. This pact gave Japan a safety net that the Japanese military government had to fight the United States, it would fight with the support of powerful Germany. Germany had equally advanced Army, Navy and Air Force which were expected to engage substantial proportion of America in Pacific theater.

The second reason is related to the notion of how Japan referred itself as a "Greater East Asia Co-Prosperity Sphere". The rise of Japan nationalism, economy, military and the quest for empire motivate Japan to seek for acknowledgement as

the leader of “new order” in Asia. Japan wanted to warn America about this fact and demanded a respect from its allies (Germany and Italy) about its position in Asia. Japanese specifically targeted United States because after Russia accepted the pact, America was the only remaining powerful countries that could be a possible threat for the Axis. Thus, Japan warned the United States by the attack.

Furthermore, Japan had found a precedent that a “surprising strategy” would give an initial advantage to Japan. In February 5, 1904 Japan had broken relations with Russia, but never did Russia declare a war. Even Japan still had one more chance to torpedoed Port Arthur on the night of February 8-9, Russia still did not declare a war yet. It was finally done at February 10. This precedent lifted Japan’s confidence that the attack was an effective strategy.

In addition, Japan also planned to secure its power in the Pacific area by seizing Guam, Philippines and surrounding islands while the United fixing post-attack damages. Japan predicted, it would spend more than one year, however United States restored only in six months and conducted an attack to Japan afterwards.

The controversy did not end by questioning Japan’s motivations to attack. The question on whether United States were really clueless about the attack also rise afterwards. Some journalist criticised and even assumed it was not possible that Japan became that reckless to break its relationship with the United States that way. Some also assumed that the government of United States pretended to be blind because they actually can no longer preserve its non intervention policy. Thus, a

reason, a whistle blower was needed to justified his action to involve in the second world war.

There are many arguments supporting those hypotheses. One of those is regarding to the communication and intelligence system in Western country, including the United States. According to Hanyok (2005:21), Western communication intelligence and code breaking system were adequately sufficient. They operated the principal Western Allied code-breaking agencies, supported by commonwealth countries such as Canada, Australia, and other Britsih colony. They provided substantial personnel and material, especially in Middle East, Asia and Pasific. People perceived the code breaking system as “Ultra” because all necessary information Axis were available from code breaker, spies or neutral parties.

In fact, the war of intelligence did not put Allies as the absolute winner because Axis also employed genius cryptographer to devise and emplace systems to protect their communication. Even if the Allies won the intelligence combat, not all of Axis code could be broken. In fact, there were still many unpleasant tactical military surprises, for instance at the German Second Ardennes Offensive in December 1944. Thus, the hypothesis that the attack in Pearl Harbor was actually known by government is not automatically true.

Regardless the intelligence war, there was also report stated that in the beginning of 1941 Japan had shown a gesture preparing the attack. However, this gesture was completely dismissed by the United States government. In his report, Robinson (2012) states that the attack on Pearl Harbor was not totally

unpredictable. Calling his theory as American Myopia, Robinson accused America for neglecting the sign of attack. One of those was an intelligent code in the early 1941, Ambassador Grew in Tokyo passed a message to intelligence that Japan was planning a huge attack. It was disregarded. Another warning was from military personnels in February and July, stating that there was a massive transfer of Japan's aircraft near Oahu.

Even a warning from Washington to Hawaii, ten days before the attack was also disregarded. And sadly, thirty minutes before the attack Japan also sent a warning to American intelligence, but it was not properly communicated to Washington. The lack of coordination also indirectly contributes to damages in Pearl Harbor. Thus, on his speech, President Roosevelt allocated times to address this issue to redeem the rumors that unbenefited government stance.

3. Internal Condition in United States of America

a. Political Condition

In 1941, United States was under the governance of the Democratic Party, supporting Franklin Delano Roosevelt as the President. The existence of the Democratic Party as the incumbent surely influences the characteristics of policy signed by the government.

The core philosophy of democrat is a liberal, left leaning emphasizing on communal and social responsibility instead of individualism. The democrats believe in utilitarian concept by John Stuart Mill, states that it is justifiable to subordinate individual right for the greater good of society.

Specifically, in the security issue, democrats actually advocated to scale down the military budget and reduce the expansion for military intelligence. The democrats put more favor on soft approach, such as diplomatic talk and negotiation instead of military intervention.

In regards to this point, the decision by President Roosevelt to declare war to Japanese contradicted the beliefs upheld by his supporter party, the Democrats. Therefore, he needed extra effort to ensure the, supporting his decision.

At the time when he delivered his speech, President Roosevelt was on his third presidential term. He had lead United States in many tests of time. Great Depression and Post World War I were the examples of test time United States passed. Third presidential terms in those situations proved that President Roosevelt owned an imminent trust from society. This charisma also helped to lift his persuasiveness in “Pearl Harbor Address to Nation” speech.

b. International Relationship

As a super power country, the United States played a major role in unilateral relationship with the other countries. There had been a major change in principal applied in it international relationship.

In the intervening time of World War I and the beginning of World War II, United States’ foreign policy believe in the principle of isolationism or non-interventionism. According to Boundless (2000) isolationism is a state when a country preferred to be isolated from the affairs of the other countries. Applying

this principle, the United States sought to avoid alliances with other nations not to involve into a war. Thus, in the beginning of the Second World War the position of United States remained as a neutral party. Acting as a neutral party, United States interacted with both sides of parties in World War II, especially Britain and Japan.

However, in there was a major change on United State foreign policy at the beginning of 1940. Boundless (2000) states, there are several controversial policies that show a clear gesture of the United States putting aside on Allies were Cash and Carry Program and Lend Lease Act. These gestures were triggered by the aggressive movements of Germany, Italy and Japan.

Specifically to the bilateral relationship with Japan, the United States had an agenda to maintain a peace in Pasific theater. According to Smertust (ND), the bilateral relationship between the United States and Japanese started since 1938. During Japan's invasion of Manchuria, the United States was the primary suppliers of its raw material like scrap iron and petroleum.

However, the United States withdrew its support to Japan, when Japan moved more aggressively into the French colony in Indo-China and signed the Tripactite Pact. Still in Smertust (ND). The acts of witdhraving the support were by freezing the Japanese assets in US banks, cutting Japan off from American scrap iron, petroleum and technology.

As the effect of the United States' desicion, Japan realizes that the dependency to West was a poison. Therefore, Japan expanded his invasion to

British Malaya and Dutch East Indies. This led into the decision to attack the United States bases in the Philippines and Hawaii to protect the Japanese navy. This was also the major reason of Japan's attack on Pearl Harbor, which considered as the strongest military bases in Pacific Area.

According to Boundless (2000), seeing the changing gesture of America, which was more preferable to Britain left a criticism among the member of congress. They were divided into two major groups, non interventionists and interventionists. The first group, opposed American involvement in World War II because they were fearful of German invasion. German held strong power after defeating France and left Britain as the only democratic country left. Therefore, if Britain also fell, the United States would immediately shrink.

The other side of the house believed that defeating fascist power was supposed to be the ultimate goal of America. However, after the attack in Pearl Harbor and a speech by President Roosevelt both of this house agree in one umbrella of going to war.

After winning the World War II with its allies, the United States continued its intervention policy. It was motivated by its desire to prevent the influence of communism and achieve American's ambitions as the world leading nation.

c. Economic and Social Condition

In the early of 1941, the economic and social condition was mostly still under the influence of the Great Depression in President Hoover's presidency

term. Even though, there had already progressed or solution of the Great Depression, but the effect remained strained. According to Rothbard (1999:79), its effect even still exists until 1980.

Great Depression was a phenomena in economic fall in the United States during 1929-1933. According to Rothbard (1999:186), the main agenda of President Roosevelt on his earlier presidential time was to continue the “New Deal” project by his predecessor, President Herbert Hoover. It focuses on repairing economical and social situation in the United States in terms of setting the wage, providing minimum welfare and stabilizing the market. This effort kept continue until the Pearl Harbor attack happened.

According to Keynesian theorists, the involvement in World War II also gave a positive stimulus to rise from the Great Depression. A huge expansion in military industrialization was able to absorb numerous unemployment. Giving a job and an ability to sustain their own life impacted positively to the economic progress.

Not to mention, during the war there was also a drop in consumer spending regarding to the fact that manufacturing and other sectors were focused on providing war equipment.

H. Biography of President Franklin Delano Roosevelt

Born on January 30, 1882, in Hyde Park, New York, Franklin D. Roosevelt was stricken with polio in 1921. He became the 32nd U.S. president in 1933, and was the

only president to be elected four times. Roosevelt led the United States through the Great Depression and World War II, and greatly expanded the powers of the federal government through a series of programs and reforms known as the New Deal. Roosevelt died in Georgia in 1945.

Roosevelt started his political career in 1910, at age 28, Roosevelt was invited to run for the New York state senate. Breaking from family tradition, he ran as a Democrat in a district that had voted Republican for the past 32 years. He campaigned hard and won the election with the help of his name and a Democratic landslide. As a state senator, Roosevelt opposed elements of the Democratic political machine in New York. This won him the ire of party leaders, but gained him national notoriety and valuable experience in political tactics and intrigue. During this time, he formed an alliance with Louis Howe, who would shape his political career for the next 25 years. Roosevelt was reelected in 1912 and served as chair of the agricultural committee, passing farm and labor bills and social welfare programs.

During the 1912 National Democratic Convention, Roosevelt supported presidential candidate Woodrow Wilson and was rewarded with an appointment as Assistant Secretary of the Navy, the same job his idol, Theodore Roosevelt, had used to catapult himself to the presidency. Franklin Roosevelt was energetic and an efficient administrator. He specialized in business operations, working with Congress to get budgets approved and systems modernized, and he founded the U.S. Naval Reserve. But he was restless in the position as "second chair" to his boss, Secretary of the Navy

Josephus Daniels, who was less enthusiastic about supporting a large and efficient naval force.

In 1914, Franklin Roosevelt, decided to run for the U.S. Senate seat for New York. The proposition was doomed from the start, as he lacked White House support. President Wilson needed the Democratic political machine to get his social reforms passed and ensure his reelection. He could not support Franklin Roosevelt, who had made too many political enemies among New York Democrats. Roosevelt was soundly defeated in the primary election and learned a valuable lesson that national stature could not defeat a well-organized local political organization.

In politics, Franklin Roosevelt was finding personal as well as professional success. He took to Washington politics and thrived on personal relationships. He was often seen at the most prominent parties and was considered by women to be a very attractive man. In 1914, he developed a relationship with Lucy Mercer, Eleanor Roosevelt's social secretary, which evolved into a love affair. In 1918, Eleanor discovered the affair and gave Franklin an ultimatum to stop seeing Lucy or she would file for divorce. He agreed, but continued to secretly see Mercer over the years.

With his political career thriving, Franklin D. Roosevelt accepted the nomination for vice president—as James M. Cox's running mate—at the 1920 Democratic Convention. The pair was soundly defeated by Republican Warren G. Harding in the general election, but the experience gave Roosevelt national exposure.

Al Smith urged Franklin Roosevelt to run for governor of New York, in 1928. Roosevelt was narrowly elected, and the victory gave him confidence that his political

star was rising. As governor, he believed in progressive government and instituted a number of new social programs. By 1930, Republicans were being blamed for the Great Depression and Franklin Roosevelt sensed opportunity. He began his run for the presidency, calling for government intervention in the economy to provide relief, recovery and reform. His upbeat, positive approach and personal charm helped him defeat Republican incumbent Herbert Hoover in November 1932. By the time Roosevelt took office in March of 1933, there were 13 million unemployed Americans, and hundreds of banks were closed. Roosevelt faced the greatest crisis in American history since the Civil War.

In his first 100 days, President Franklin Roosevelt proposed sweeping economic reform, calling it the "New Deal." He ordered the temporary closure on all banks to halt the run on deposits. He formed a "Brain Trust" of economic advisors who designed the alphabet agencies such as the AAA (Agricultural Adjustment Administration) to support farm prices, the CCC (Civilian Conservation Corps) to employ young men, and the NRA (National Recovery Administration), which regulated wages and prices. Other agencies insured bank deposits, regulated the stock market, subsidized mortgages, and provided relief to the unemployed.

By 1936, the economy showed signs of improvement. Gross national product was up 34 percent, and unemployment had dropped from 25 percent to 14 percent. But Franklin Roosevelt faced criticism for increased government spending, unbalanced budgets, and what some perceived as moving the country toward socialism. Several New Deal acts were declared unconstitutional by the U.S. Supreme Court. Roosevelt

retaliated by proposing to "pack" the court with justices more favorable to his reforms. Many in Congress, including some Democrats, rejected the idea. By 1938, negative publicity, a continuing sluggish economy, and Republican victories in mid-term elections virtually ended Roosevelt's ability to pass more reform legislation.

Since the end of World War I, America had adopted an isolationist policy in foreign affairs. In the early 1930s, Congress passed the Neutrality Acts to prevent the United States from becoming entangled in foreign conflicts. In 1933, Franklin D. Roosevelt stepped away from the unilateral principle of the Monroe Doctrine and established the Good Neighbor Policy with Latin America. However, as military conflicts emerged in Asia and Europe, Roosevelt sought ways to assist China in its war with Japan and declared France and Great Britain were America's "first line of defense" against Nazi Germany.

Early in 1940, Roosevelt had not publically announced that he would run for an unprecedented third term as president. But privately, with Germany's victories in Europe and Japan's growing dominance in Asia, he felt that only he had the experience and skills to lead America in such trying times. At the Democratic National Convention in Chicago, Roosevelt swept aside all challengers and received the nomination. In November 1940, he won the presidential election against Republican Wendell Willkie.

During 1941, Franklin Roosevelt pushed to have the United States' factories become an "arsenal of democracy" for the Allies—France, Britain, and Russia. As Americans learned more about the war's atrocities, isolationist sentiment diminished.

Roosevelt took advantage, standing firm against the Axis Powers of Germany, Italy, and Japan. Bipartisan support in Congress expanded the Army and Navy and increased the flow of supplies to the Allies. Hopes of keeping the United States out of war ended with the Japanese attack on Pearl Harbor on December 7, 1941.

During World War II, Franklin Roosevelt was a commander in chief who worked with and sometimes around his military advisors. He helped develop a strategy for defeating Germany in Europe through a series of invasions, first in North Africa in November 1942, then Sicily and Italy in 1943, followed by the D-Day invasion of Europe in 1944. At the same time, Allied forces rolled back Japan in Asia and the eastern Pacific. During this time, Roosevelt also promoted the formation of the United Nations.

The stress of war, however, began to take its toll on Franklin Roosevelt. In March 1944, hospital tests indicated he had atherosclerosis, coronary artery disease and congestive heart failure. In spite of this, and because the country was deeply involved in war, there was no question that Roosevelt would run for another term as president. He selected Missouri Senator Harry S. Truman as his running mate, and together they defeated Republican candidate Thomas E. Dewey, carrying 36 of the 48 states.

In February 1945, Franklin Roosevelt attended the Yalta Conference with British Prime Minister Winston Churchill and Soviet General Secretary Joseph Stalin to discuss post-war reorganization. He then returned to the United States and the sanctuary of Warm Springs, Georgia. On the afternoon of April 12, 1945, Roosevelt suffered a massive cerebral hemorrhage and died. At his side were two cousins, Laura

Delano and Margaret Suckley, and his former mistress Lucy Mercer Rutherford (by then a widow), with whom he had maintained his relationship.

Franklin Roosevelt's sudden death shook the American public to its roots. Though many had noticed that he looked exhausted in photographs and newsreels, no one seemed prepared for his passing. He had led the United States through an economic depression and the greatest war in human history. A whole generation of Americans had grown up knowing no other president. His social programs during the Great Depression redefined the role of government in Americans' lives. His role during World War II established the United States' leadership on the world stage. His 12 years in the White House set a precedent for the expansion of presidential power and redefined liberalism for generations to come.

I. Related Studies

There were several studies related to pragmatics analysis. One of them is a study by Siti Nurjanah in 2007 under the title “A Prarmatics Analysis of Speech Acts on The Mudflow Incident News of Porong, Sidoarjo on The Jakarta Post. As a student of English Literature in State University of Yogyakarta, her research aims to explore the meaning of context of the speech acts on the news content. It analises the meaning in the basis of locutionary, illocutionary and perlocutionary acts.

The other study is “A Pragmatics Analysis of Speech Act of Apology Used by The Characters in Maid in Manhattan” by Nita Istiasih, a students of States University

of Yogyakarta in 2012. The study specifically analyse the acts of apology in relation with the social context in that time.

The research that I'm about to conduct is also related to the study of Pragmatics. However, there are clear two distinctions compared to those studies. Firstly, the main data that is analyse is not in a form of written but the spoken language (a speech). It avoid the absense of some critical elements to understanding the intended meaning such as, tone, gesture, stress and articulation that influence the meaning of an utterance. Therefore, the analysis is more complex and comprehensive.

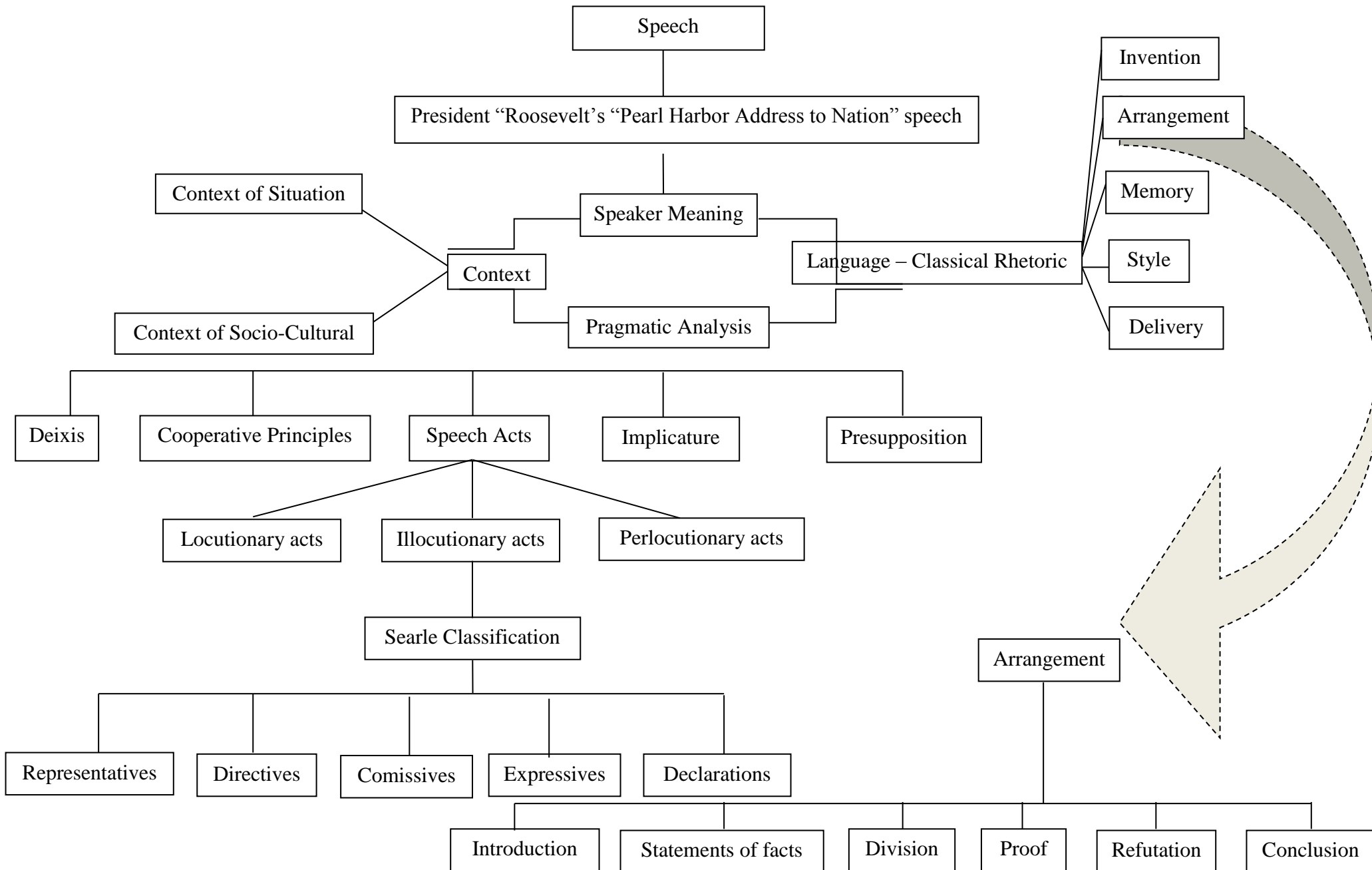
Secondly, this research includes the rhetorical arrangement as the basis of analysing the effectiveness of speech. This theory waas invented by Cicero in early century to spesifically deals with a speech. Hence, it suitable with the main data of this research. As it can be observed, there was no any analysis about rhetorical arrangement in both previous studies. Therefore this study is expected to give more contribution in linguistics research.

J. Conceptual Framework and Analitical Construct

As previously explained, this research aims to examine Franklin D. Roosevelt's "Pearl Harbor Address To Nation" speech in terms of speech act and rhetorical arrangement. The goal of this research is to identify why this speech could work so effectively in persuading the Congress and people of The United States. It tries to explain what are the elements that constitutues this great speech.

The speech acts analysis uses the theory of Searle. The theory is originally broaden from the previous succesor, Austin. Searle's speech act theory focuses on illocutkonary acts. Therefore, this research mainly attempt to examine the illocutionary act in the speech, and categorising them into five categories : representatives, directives, declaratives, expressives, and commisives. However, to support the data analysis, the locution and pelocution will also be taken into account.

The second layer of analysis uses the classic rhetorical theory by Cicero that becomes the major references of a study about speech. Based on Cicero, there are five canons as the perimeter of constructing a good speech. However, this research only focus on one of the canons which is the rhetorical arrangement. The rhetorical arrangement examines how the speech is constructed. There are five elements of rhetorical arrangement: introduction, division, statement of fact, proof, reputation and concluison. Examining those elements, allows the researcher understand the logical flow of the speech.



CHAPTER III

RESEARCH METHOD

A. Research Design

Applying descriptive-qualitative research, this study aimed to describe and interpret language phenomenon in social context. According to Mackey and Gass (2005:2), qualitative research is briefly defined as a research that is based on descriptive data that does not make (regular) use of statistical procedures. In achieving a good qualitative research, a rich description of data was highly required. Thus, a descriptive approach was applied to analyse the data.

Descriptive approach involves the provision of detailed descriptions as opposed to the quantification of data through measurements, scores or ratings. Surachmad (1994:147) adds, the descriptive research is a method that deals with the possibilities to solve an actual problem. The steps of conducting a descriptive approach were by collecting, classifying, analysing and interpreting data.

Therefore, this research attempted to describe and explain why a phenomenon happens by doing data collection, classification analysis and interpreting the phenomenon in a natural situation. Instead of giving anumeric data and statistics, this research provides a critical analysis and and comprehensive explanation of the phenomenon. In conclusion, this research aims to describe and analyse Franklin Delano Roosevelt's "*Pearl Harbor Address to Nation*" speech in terms of speech acts and rhetorical arrangement.

B. Data Preparation

1. Object of the Research, Data and Source of Data

The object of this study was all utterances spoken by Franklin Delano Roosevelt in “*Pearl Harbor Address to Nation*” speech. The data are in the form of words, phrases, utterances, and discourse uttered by him in the speech. The source of the data was retrieved from <https://www.youtube.com/watch?v=YhtuMrMVJDk>. The transcript as the supporting data was retrieved from <http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm>.

2. Research Instrument

Bogdan and Biklen (1982:27) propose that a qualitative research involves the researcher himself/herself as the key instrument. Because the primary instrument is the researcher him/herself, there is a close association with both participants and activities within the settings. It becomes one of the strengths of qualitative approach because it allows the researcher to see and document the qualities of interaction. As the first instrument, the researcher has the role of planning, collecting, analysing, and reporting the research finding. A set of President Roosevelt’s speech, the speech transcript, and the data sheet were also employed as supporting instruments. The form of data sheets can be seen as follows.

Table 4. The data sheets of the findings of kinds of speech acts presented in President Franklin Delano Roosevelt’s “Pearl Harbor Address to Nation” speech

No	Data and Code	Context	Illocutionary					Function	Sentence Structure and Diction
			REP	DIR	COM	EXP	DEC		
1	SP/01/00:08-00:20								

SP : Speech

REP : Representatives

01 : Number of data

DIR : Directives

00:08 – 00:20 : Minutes

COM : Commisives

EXP : Expressives

DEC : Declaratives

Table 5. The data sheets of the findings of the rhetorical arrangement presented in President Franklin Delano Roosevelt’s “Pearl Harbor Address to Nation” speech

No	Code	Data	The Arrangements of Classical Rhetoric Speech					USA Social Issues in 1993-2001				Notes
			IN	SF	DV	PR	RF	IR	PC	EM	SC	
1.	AR/1/00:08-00:15											

Notes:

AR : arrangements

SF : statement of facts

IR : international relation issues

1 : number of data

DV : division

PC : political issues

00:08-00:15 : minute

PR : proof

EM : economical issues

IN : introduction

RF : refutation

SC : socio-cultural

C. Techniques of Data Collection

The steps that the researcher took while collecting the data collection were:

1. retrieving the videos of the speeches which will be the source of the data from
<https://www.youtube.com/watch?v=YhtuMrMVJDk>
2. retrieving speech transcripts from
<http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm>
3. watching and re-watching the video to find the relevant data;
4. identifying the words, phrases, utterances, or discourse in the interview with a support of the transcript;
5. recording the data into the data sheet; and
6. analysing the data.

This technique of data collection allowed the researcher to gain a valid data to be analyzed. This was because the data did not only in the form of video but also the transcript. Hence, the reseacher knew the exact word spoken by President Roosevelt in his speech. The step of re-watching the video also helped the researcher observed the speech better.

D. Techniques of Data Analysis

The data analysis in this reseach was divided into several steps:

1. identifying the speech and selecting it as data after watching and rewatching the video comprehensively;

2. classifying the data into raw data that further categorised based on the data sheets provided;
3. classifying the kinds of speech acts in the speech video based on Searle's;
4. analysing context of situations involved and explaining the arrangements of classical rhetoric in the speech; and
5. drawing conclusions after making the written report of the analysis.

E. Data Trustworthiness

Data trustworthiness in qualitative research was criticised by positivists researcher. Therefore, it became the major issue in this research to deal with the data trustworthiness. Moleong (2007:173) asserts that the criteria to check the data include credibility, dependability, conformability and transferability. Supporting this statement, Guba in Shenton (2004:64) constructs the idea of trustworthiness should cover those elements. This research was principally using credibility, dependability and conformability as to check the trustworthiness of the data.

Credibility is defined by Shenton (2004:65) as the internal validity, in which the seek to ensure that the research measure or test what is intended. It deals with the internal validity of data, therefore the result is credible. There are several provision that could use to check on the credibility. One of those is triangulation.

In accordance to Bryman (2000:1), triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance

confidence in ensuring the findings. It is much associated with the measurement practice in social and behavioral research. This research applied numerous types of triangulation. Firstly, it applied data triangulation which deals with the process of data gathering. In gathering the data, the researcher re-watched the video and took a look to the transcript to minimize the human error. A detail information regarding to the situational context of the speech was also provided to support the analysis of research findings. Therefore, the main data were confidently valid.

Secondly, the research also applied the investor triangulation which provides the different expertise perspectives. It was conducted by consulting the research to Mrs. Nury Supriyanti, M.A as the thesis supervisor as well as a pragmatics expertise. The investor triangulation process also involved the peer scrutiny of the research by asking fellow colleagues to check and deliver their perspective about the research. Rasman and Annisa Laura Maretha were the people who involved. Both were the alumnee of State University of Yogyakarta, majoring in linguistics study.

Furthermore, the research applied a theoretical triangulation by using more than one theoretical positions to interpret and analyse the data. A speech acts theory by Searle and rhetorical arrangement by Chicorro were two main theories that applied in this research. Nonetheless, the related studies about pragmatics analysis were also included.

Still in Shenton (2004:71), in qualitative research, dependability addresses the idea of reliability. It means if the work were repeated, in the same context, with the same participant and method, the result will be the same. To examine the data

dependability, the researcher read and re-read the data, examined the process of data collection and data analysis by matching the research questions with the results of data collection for several times.

The concept of conformability is the qualitative concern to the objectivity. It was important to apply a conformability to minimise the biased assessment since the main instrument of research was the researcher herself, conformability. To avoid biased assessment, the role of triangulation was critical.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter constitutes by two important sections. The first one is the findings, which expose all the illocutionary act and rhetorical arrangement found in ‘Pearl Harbour Address to Nation’ speech. The second section is the discussion, providing the further elaboration and analysis about the findings that previously been mentioned. To support and deepen the analysis, the sentence structure and the diction are also analyzed. Not to mention, the context is also clearly portrayed to give a vivid image about the condition at that time.

A. Findings

1. The Data Finding of Illocutionary Acts in “Pearl Harbour Address to Nation” speech by President Franklin Delano Roosevelt

The first data findings are about the illocutionary acts, presented in “Pearl Harbour Address to Nation” speech. The illocutionary acts were analyzed according to Searle’s classification. Searle divides illocutionary acts into five categories, which are represented, directives, commissives, expressive, and declaratives.

Representatives, directives, commissives, expresses, are four kinds of the speech act that were found in the speech. Those are classified in the following table.

Table 6. The Data Finding of Illocutionary Acts in President Roosevelt’s “Pearl Harbour Address to Nation” Speech

No.	Classification of Speech Acts	Illocutionary act	Frequency
1.	Representatives	1. Informing 2. Convincing 3. Admitting 4. Insisting 5. Assuming 6. Opening	14 16 5 8 2 1
Total			46
2.	Directives	1. Persuading 2. Requesting	25 1
Total			26
3.	Commisives	1. Warning 2. Promising 3. Threatening	3 3 5
Total			11
4.	Expressives	1. Addressing 2. Regretting 3. Disrespect	1 4 1
Total			6
The totality of illocutionary act occurs			91

The data clearly show that there are four categories of speech acts in “Pearl Harbour Address to Nation Speech”. However, declaratives do not show in the speech. This is because the President does not possess authority to declare a war. Therefore, he persuades the Congress to do so. Among those categories, the representatives are the category with highest occurrence. This is because the representatives transform into more various illocutionary acts, which are informing, convincing, admitting, insisting, assuming, and opening. There are 46 occurrences of

representatives, performed on various kinds of illocutionary act. The act of informing and convincing are the most illocutionary acts found in the speech from the representatives category.

Even if the representatives category regarded as the most frequently occurring, on the level of illocutionary acts shows that it is the act of persuading which mostly appears. The act of persuading is included in directives category. There are twenty five out of twenty seven sentences implying the act of persuading. Occurring in most all part of the speech, the frequency of persuading shows how enormous the persuasiveness this speech is. Other than persuading, the act of requesting is the other form of directives category.

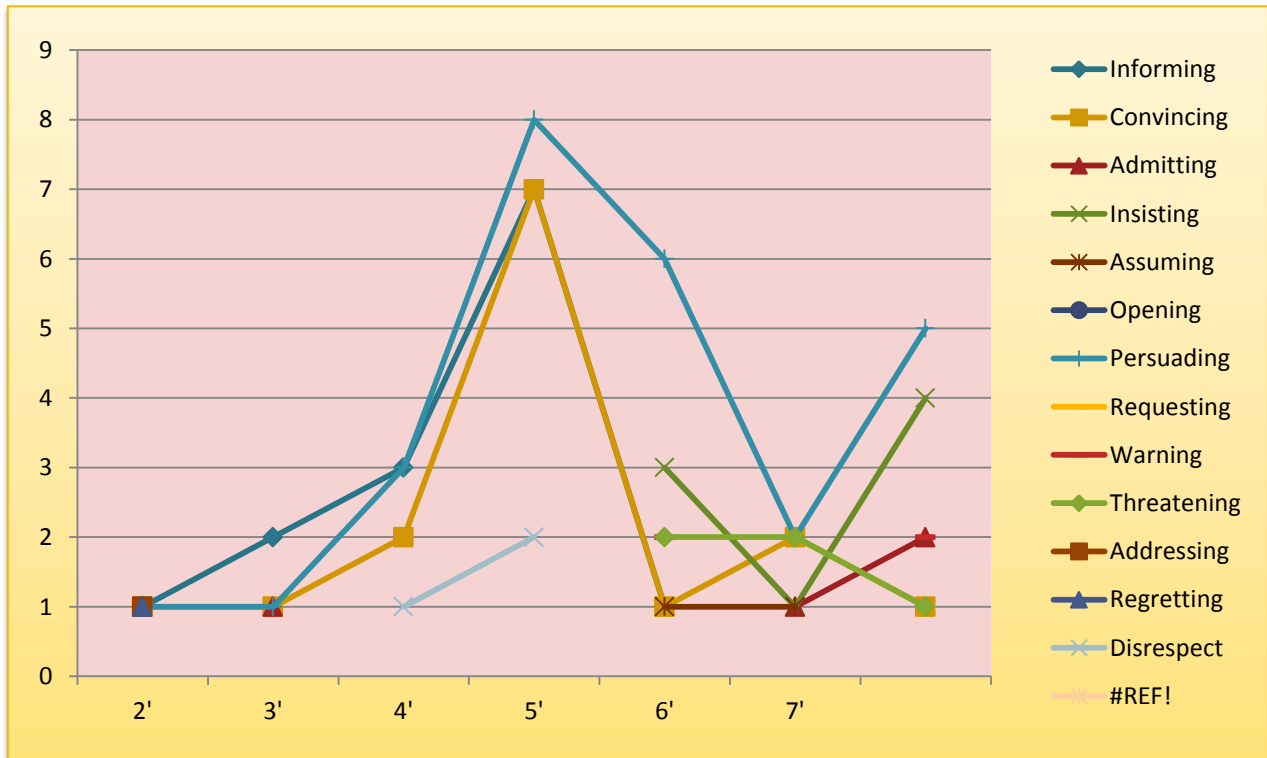
Commissives did not oftenly occur in the speech. There are only eleven illocutionary acts categorized as commissives. It constitutes of promising, warning, and threatening. Among those three kinds of commissive, threatening is the one that occurs the most. It implies that United States also concerns on responding Japan through this speech.

There are six occurrences of expressive category, also in various speech acts. They are addressing, regretting, and disrespecting. Knowing that there is plenty occurrence of expressive category interesting. It implies that the President also opened to expose his personal feeling. As the most illocutionary acts that occur, regretting showed that personally the President tremendously regrets the attack on Pearl Harbour.

Those are all the speech act categories performed in “Pearl Harbour Address to Nation” speech. Surprisingly, declaratives does not occur at all in the speech. It probably happens because The President does not possess an authority to declare a war to another nation without the agreement from the congress. That is why the President performs more persuasive act to make the congress believe that the war is the right thing to do. Moreover, aggressively declaring war is also not a good strategy that the President can take. Remembering the fact that not all of United States society automatically agree to go to war, the President should at first unite them in one perception before justifying a legitimate way of going to war.

The distribution of the kinds of speech acts shows an interesting pattern as what can be observed on the following diagram :

Figure 2. The Distribution of Speech Acts in “*Pearl Harbor Address to Nation*” Speech



The diagram shows that there is a particular pattern of distribution of speech acts. In the first three minutes of his speech, the President persuades his audiences by conducting a soft approach. It means, at that moment the President does not yet show his intention to declare war clearly, instead he only provides multiple information about the Pearl Harbor attack and Japan.

It can be observed that the most frequent speech acts are in the form of informing, convincing and persuading. The President does this action because the society has a lack of information about the Pearl Harbor attack. Therefore, he provides the

adequate information to make the society understand the situation, as well as clarifying the rumors that spread in the United States. In addition, this is a crucial phase to establish a baseline for his argumentations of going to war. The premise that the President tries to establish consist of two baseline. The first baseline are 1) The Pearl Harbor tragedy is a sudden and brutal attack, 2) Japan is evil and dangerous, therefore the United States' decision of declaring war is justifiable because 1) The United States, as victim, is at righteous path , 2) it is a form of self defense. Only when the people believe on the first baseline, his premise is acceptable.

Therefor, the president tries to address potential issues, such as the Pearl Harbor attack itself, the bilateral relationship between the United States and Japan, the content of Japan's formal letter. Moreover, the President also show some expression that could affect the emotion of his audience, for instance the act of regretting. He shows a deep regret and mourning for losing many American lives and military investment. It shows that he is a sympathetic figure and feel the equal pain as people of the United States. It has been successfully gain the trust from the Congress and the people.

The fourth minutes is a transition phase. In this range of time, the President start to show his real intention by showing the threat that United States face after the Pearl Harbor attack. He does this by creates a narratives of Japan's attacks in the surrounding of the United States. He mentions Japan's attack in Malaya, Guam, Hong Kong, Wake Island and Midway Island using repetitive style. This is effectively creates an urgency to take an immediate action. Moreover, he describes it

as if the attack is get coser to the United States. Therefore the other attack to America is possible. This urgency makes the Congress and the pople of the United States being considerate about the self defense action.

In the last phase, the President intensifies his persuasiveness by exposing more threat. The diagram shows that at this phase, the President performs the act of insisting, warning, and threatening. Those acts are related to the dangerous situation that urge the Congress to do a self defense. Moreover, he also shows the act of promising to eliminates the doubt of losing. The interesting part is when he performs the act of assuming, as if the society of the United States has already agree and undertand the consequences of going to war. Therefore, it implies that the desicion serves the society's interest. And lastly, finally he clearly assert his intention to declare a war to Japan on the last sentence.

In conclusion, the above explanation shows a cohesion on the distribution of the speechh acts. It does not merely a speec but it is constricted at a strategic way. Therefore, it proves that the speech is a inherently good and effective.

2. The Data Finding of Rhetorical Arrangement in “Pearl Harbour Address to Nation” speech by President Franklin Delano Roosevelt

The second findings are related to the rhetorical arrangement performed in “Pearl Harbour Address to Nation” speech. According to Cicerro, arrangement is one of the five canons of rhetoric. It shows the logical flows and speech structure. Rhetorical arrangement consists of six elements, introduction, statement of fact,

proof, division, refutation and conclusion. Arrangement considers as one of the most important canons since the structure determines whether or not the speech will be easily followed by the listener.

The result shows that in fact not all elements of the rhetorical arrangement were performed in “Day of Infamy” speech. Introduction, statement of fact, proof, refutation and conclusion were performed in the speech. On the other hand, the division does not occur at all in the speech.

The following table shows the occurrence of rhetorical arrangement in “Pearl Harbour Address to Nation” speech

Table 7. The data findings of The Rhetorical Arrangement in President Franklin Delano Roosevelt’s “Pearl Harbour Address to Nation” Speech

No.	Arrangement	Frequency
1.	Introduction	1
2.	Statement of Facts	13
3.	Division	0
4.	Proof	10
5.	Refutation	1
6.	Conclusion	2
The totality of arrangement occurs		27

The table clearly shows that among all of the elements, statement of facts was the most element that occurred in the speech by thirteen occurrences. Meanwhile, the proof was at the second rank of the occurrence by 10 times happened. The fact that division becomes the only element that did not occur at all will be further analyzed on the discussion

B. Discussion

1. The Data Finding of Illocutionary Acts in “Pearl Harbour Address to Nation”

speech by President Franklin Delano Roosevelt

Based on the findings, there are 4 illocutionary acts. They are representatives, directives, commissives, and expressives. Further discussion will be explained as follows.

a. Representatives

The representatives are the kind of speech act that states what the speaker believe to be the case. Stating the fact, informing, convincing are the examples of representatives. Performing those kinds of speech acts, the speaker tries to make the words fit the world.

In the “Pearl Harbour Address to Nation” speech, representatives are dominating . There are 46 occurrences of representatives, revealing in many forms of speech act which are informing, convincing, admitting, insisting, assuming and concluding.

1) Informing

As the name suggests, the act of informing has a function to provide relevant and important information to the listeners. As the people have a different inherent knowledge in regards to the case, so it is important for the speaker to provide information within the speech.

In this case, President Roosevelt truly understands that the listeners might not completely have a sufficient knowledge about the Pearl Harbour attack.

Everybody is shocked, afraid and deeply despair because of this lack of knowledge, thus The President has to inform them the fact. Moreover, as the most capable agent in the society, official information from the president is mandatory for him.

In his speech, there are three major points that he is about to explain. The point explaining about the conduct of the attack, the point about the previous bilateral relationship between the US and Japan, and the point about Japan's agendas are those three major information constituting the speech.

The act of informing about the attack clearly shows on his very first sentence after opening marks.

Yesterday, December 7th, 1941- a date which will live in infamy- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

(SP/02/00:41-01:06)

That simple sentence can efficiently accommodate the basic fact about the Pearl Harbour attack. He answered people's common question of what happen the day before by clearly stating that "United States of America was suddenly and deliberately attacked". The President does not deny this fact, instead this sentence is actually stronger that it might sound. The words "suddenly" implies can imply several thoughts, a) That the attack is beyond United States prediction, that is why severe casualties were inevitable, b) The attack is unjustified because the surprise attack was nonexistent at that time. It was written in Geneva Convention that all the massive

attack in the non battlefield area should be informed previously. Thus, Japan is evil by conducting the attack, c) The victim of surprise attack is always on disconcerting position because the future surprise attacks are possible yet unpredictable.

On the other hand, the President also uses the word “deliberately” to describe the attack. This word is equally strong. It implies a message that Japan is determined in conducting the attack. Japan is not in any urgent condition that force it to attack the United States. Thus, Japan is evil for intentionally broking the war ethic and deliberately attack the United States.

Those two words in Roosevelt’s first sentence has successfully informed not only how the attack was conducted, but also inflict negative emotion and stimulate people’s thought about the action. Moreover, the sentence is constructed in passive structure, putting United States a passive object and Japan as an active subject. Those structures potrayed United States as a powerless actor who does not have any capacity to resist the attack. While Japan is portrayed as the opposite. Thus, it can be concluded that the information President Roosevelt wants to prove is not only the fact that there was an attack, but the fact that the United States is a victim and Japan is an evil perpetrator.

Furthermore, the President also specifically mentions the actors who conducted the attack. He mentioned “*by naval and air forces of the Empire of Japan*”. Stating this, the President wants people to know that Pearl Harbour is attacked from sea and air. It implies two things a) That the attack is powerful,

thus severe damage was inevitable, b) the attack is seemingly well prepared. The way President Roosevelt describes the actors gives a vivid image of how the attack was.

Not to mention, President Roosevelt was also become specific in informing the date. Explicitly saying “Yesterday” and quoting the date “December 7th, 1941”, The President gives a specific time constrain to the listener so that they know the exact date of the attack. However, telling the exact date was not the only intention of President Roosevelt.

Furthermore, he wants those specific dates to be written in the history of United. He wants the date and the tragedy eternally be remembered in a specific way. His intention is supported by his act of inserting a phrase “*a date which will live in infamy*” right after the date. The word “infamy” is a symbol of terrible shocked attack in the highly negative sense. Thus, this phrase gives a narrative of that the date when the attack is conducted will be a negative stain for the United States.

In conclusion, the act of informing done by President Roosevelt is not merely stating a fact. The power of informing lies in his choice of word and sentence structure. Thus, the information can be easily digested by the listeners. The information he delivered affects does not only people’s logic, but also emotion. Nonetheless, President Roosevelt has also successfully left an eternal remark about the “*date which will live in infamy*” that remain alive until nowadays.

2) Convincing

Performing the act of convincing, the speaker intends to ascertain the listeners that something is really the case. Specifically, in this case, act of convincing the President Roosevelt performed is to ascertain people about the truth behind the Pearl Harbour attack. The act of convincing is the follow up of informing. It intends to change people mindset about several things regarding to the attack.

There are three things the President wanted the people to believe in, which are the fact that the Pearl Harbour tragedy is a sudden and deliberate attack, the antagonize image of Japan as evil betrayal and dangerous threat, and the justification of declaring a war. It can be observed that all of those points functions as arguments to prove his premises in the first sentence of Reoosevel's speech.

In data (*SP/02/00:41-01:06*), the President asserts that the aggression in Pearl Harbour is a sudden and deliberate action by Japan. However, that sentence alone is still left as an assumption for lacking of explanation. To convince the listeners, the President gives more reasons to explain why did he call the attack so. Proving that his assumption is true become urgent for many journalists and politicians criticize that the attack is that surprising.

His arguments basically constitute of some exposures toward the United States-Japan bilateral relationship, the content of the formal letter reply from Japan and the description of the geographical condition between Japan and

Hawaii. The example of the act of to convince people about the attack can be discovered in the following utterance.

And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

(SP/05/02:00-02:17)

The above utterance attests the content of formal reply from Japan to United States one hour after the attack. It is an excellent strategy to directly address the issue about the existence of the letter containing a warning about the attack. That is because that letter was highly scandalous at that moment.

Many people, including journalists and politicians wonder that Japan does not send any warning to the United States. Many of them assume that the attack was at the fault of the United States for not being able to deliver the letter on time. Even up to now, numerous historian still argues that the United States was not blind at all about the threat of attack. It is stated that there are several diplomatic codes before the attack, but United States fail to decode them. Robinson (2011), states that the United States has an ability to break the diplomatic code, even faster than Japan, makes it far possible that the attack on Pearl Harbour is that surprising.

Moreover, it is also suggested that Japan has already shown a negative gesture toward the United States, especially after the signing of “Lend Lease” agreement with the British, the enemy of Japan. For example, in January 1941 the ambassador Grew in Tokyo passes a message that Japan is planning an

attack, The same evidence is also found in February and July. Those issues show that actually there is enormous criticism questioning the validity of the assumption that the attack is a sudden, surprising one and Japan is the only actor who responsible for that.

President Roosevelt is aware of that. Instead of denying the existence of the letter, he shows his concern by admitting the formal letter reply. Furthermore, he exposes the letter content to public. However, he convinces that the letter does not contain any warning.

It is clear, when he asserts “It contain no threat or hint of war or of armed attack” in a fully stressed intonation. The word “threat” and “hint” implies that both implicitly or explicitly Japan never states a gesture to attack on that letter. He gets benefit that this speech can also be a venue to clarify things that might shake people’s faith.

Furthermore, the President gives more explanation to prove his assertion about the sudden and deliberate attack. He draws the geographical condition of Japan and Hawaii on his next sentence.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago.

(SP/05/02:17-02:35)

On that sentence, he actually does not clearly mention how far the distance from Hawaii to Japan, but simply assumes that it is far away. He uses the word

“obvious” to make his argument appealing to logic because that word implies absolute truth. It implies there is no room for doubt with that assertion.

He also once more mentions the word “deliberately” to portray Japan as an active and antagonist actor. Moreover, when he adds that the attack is “planned many days in advance” he intends to convince people by affecting their emotion. The fact that he just mentioned makes people feel betrayed by Japan. He finally adds “or even weeks ago” to create a more dramatic effect of possibility that Japan probably plan the attack even longer.

3) Admitting

Admitting is the act of the speaker to agree that something is true, even though it might be unwilling truth. In his speech, the President performs the act of admitting for five times. One of the example is the following utterance.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message.

(SP/04/01:29-01.59)

The President admits the fact of the formal reply letter from Japan. The act of admitting is represented by the word “indeed”. It implies, that he does not deny or being defensive with the letter people talked about. The act of admitting is a strategic way to make people look honest and noble.

Another act of admitting is performed when he states:

There is no blinking at the fact that our people, our territory, and our

Interests are in grave danger.

(SP/25/06:07-06:17)

In that sentence, the act of admitting is performed through the rhetorical expression “no blinking at the fact...” it implies that he admits the unwilling truth that the danger faced by the United States is true and everybody cannot deny that.

In this case, by admitting the danger President Roosevelt also intends to make the congress and the people aware and alarmed about it. It adds the urgency for the congress to take further action in dealing with this danger. In conclusion, the act of admitting is actually one of the strategy for Roosevelt to persuading the Congress to declare a war.

4) Insisting

Insisting is the act of stating or demanding in a forceful way. Different from informing, the act of insisting does not only telling the listeners what the speaker believes, furthermore, it forces the listener to believe or to do something in relation with the utterance.

In his speech, President Roosevelt shows the act of insisting for several times. They are more intensely found in the middle of the end part of the speech. The act of insisting is performed when President Roosevelt utters:

The facts of yesterday and today speak for themselves

(SP/18/04:14-04:22)

The sentence is an open rhetoric sentence. However, given all, the fact about Japan’s attack on Guam, Malaya, Midway Island etc the President needs to

continue with a strong sentence to conclude all the facts that he previously stated. This sentence is a powerful conclusion to insist people believing at that Japan was an immense threat.

The act of insisting clearly discovers when the President asserts “facts” and “speak for themselves”. The word “fact” it is very appealing to logic because fact refers to something that has been proven to be correct. Fact describes things that people assure of without any doubt. Thus, the diction symbolizes a strong act of insisting.

Moreover, President Roosevelt also adds “speaks for themselves”. It implies the facts that a) They are powerful prove that Japan is evil, b) What he previously mentioned were genuine, he did not exaggerate things or inflict his personal objection. “Speak for themselves” also implies there no room to argue about that fact. By this way he can implicitly force people to believe that those facts are reliable and valid.

5) Assuming

Performing the act of assuming, the speaker confidently conceives that a particular thing is really what the listeners want, even without their consent. It is a strategy to persuade people who are in the state of confusion. This act of assuming was performed by the President in “Pearl Harbour Address To Nation” speech.

The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

(SP/19/04:23-04:36)

On that sentence, the President tries to tell the Congress that the people have decided what they wanted.. The phrase “safety of our nation” indicates the opinion in this case is about the national security.

Considering that his seven previous sentences talking about Japan’s massive attack in Pasific which leads into a conclusion that Japan is an immense threat to the United States, the opinion that the President talk in this case was an opinion that people wants a tangible action to cope with the attacks. Thus, the President assumes that people have a will of going to war.

It is clearly found when he asserted “have already formed”, the use of past participle indicates that even before he delivered his speech people has already agreed to take an action as the response of the Pearl Harbour attack. Yet, in regards to the post attack situation it is very sure that the society has not yet formed any opinion. Logically, it is because the society does not have with sufficient knowledge to form such of those. Even they are waiting for the formal response of government about the attack. The society is still confused. They have no idea what is the further action to be taken.

The “*opinion*” that President assumes in this case is an opinion to declare war as the response of the attack. He assumes the society will is in line with his proposal of declaring war. However, it is not proven yet. Even if the society wants the government to respond the Pearl Harbour attack it is not exclusively only by the declaration of war. It can be manifested in many forms, for example,

seeing Japan in ICC, conducting international condemnation, giving sanction and others.

Furthermore, he also assumes that the society understand the consequences of war declarations. The word “*well*” even implies that the society is hundred percent sure and agree to pay all the price. Yet, it is not that simple. Going to war would absolutely cost much for the United States. It means the United States should move its focus from building economy after the Great Depression and invest much on military industry. It also means that the society they will have to go to war as soldiers and dies in the battlefield. Which means that there must be families, parents, lovers that would absolutely lose their beloved person. The society is just very emotional at that time and does not aware of all those costs.

The act of assuming in this sentence contributes positively to his ultimate goal as the congress declaring war and uniting society in one umbrella. It works well in leading people’s emotional and perception that declaring war was their will. Again, this is also because the diction chosen by the President. He speaks as if he was on behalf of the American people as their representative.

For example, when he asserts “the people of the United States”, will create an implication that going to war is not Roosevelt’s personal agenda but purely the will of people. He takes a position and create an image as a mere representative of people who talk to congress.

Moreover, he uses “us” as the pronoun., instead of “my”. It indicates several things a) It eradicates the sense of selfishness and narrative that

Roosevelt is self centered person. It also diminishes the assumption that the war is his personal interest, not the people, b) It brings a sense of unity to United States society. Using “us” create a sense of belonging and a feeling that they are actively involved in the decision making process.

In conclusion, The President has successfully used people’s confusion and turns it into a logical reason persuading the Congress and people themselves. It adds the persuasiveness of the speech.

6) Opening

In this speech, the President opens the speech by directly addressing the authorities in the Congress.

Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives

(SP/01/00:31-00:40)

He does not express certain expression, such as Good morning or other possible expression. It indicates the President is straight forward from the first beginning. Furthermore, the formal opening sentence is just an attempt to gather attention. Given the situation after the attack, people has been waiting and payed attention to the President. So, opening the speech by addressing the listener at the same moment is the right thing to do.

b. Directives

Directives are kind of speech acts that aims to make other people do something for the speaker. It commonly uses in daily life in various forms. In this speech, President performs the act of persuading, asking and requesting as a transformation of directives category. Among those three, persuading dominates the number of occurrences.

1) Persuading

Persuading is the act of making other people do something for the speaker by giving arguments that will change their believe or perception. To persuade people is not an instant and easy job. Even a great speaker like the President needs to come with multiple argumentations to persuade the congress and society.

In “Pearl Harbour Address to Nation” speech, the President has an ultimate goal to persuade the Congress to declare war and to unite the society of the United States in one umbrella to give support to that decision. As it mentions, the act of persuading does not simply stated in one location. Yet, it is conducted by giving multiple exposure throughout the speech. Thus, in almost twenty five out of twenty seven locution the intention to persuade the congress and the people of the United States are clearly observed, both explicitly or implicitly.

One of the strongest persuasion the President performs is the following example:

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

(SP/22/05:10-05:24)

The sentence is very persuasive because it justified the decision of going to war. “*Righteousness*” is a word that commonly used to describe that something is morally correct. So, when he asserts that “*American people in their righteous*” implies that America is on the right side and morally justify to declare war.

This argument can stand for the President has successfully established the baseline that America is the unwillingness and passive victim of the blatant attack by Japan. Moreover, he continuously antagonizes Japan as betrayal, it makes the justification of America going to war as a responsive and self defense is immensely alluring.

Even in this sentence, the president still shows an attempt to create a negative image of Japan when he states “*premeditated invasion*”. “*Premeditated*” is a strong word to symbolize a negative or unpleasant them that seriously and carefully been planned for a long time. It is a synonym of “*deliberately*” a word that he oftenly used to describe the attack.

It is important to establish a strong justification to go to war once again ensure the Congress and the people that this is a right thing to do. Thus, there will be doubt in the future. The President wants the listener to believe that the war is morally right for the United States.

Moreover, the narrative that portrays United States not as the actor who actively initiate the war is also an excellent strategy. It relates to the notion that the United States always promote itself as a country that highly uphold human rights. That is why United States remains neutral before the attack.

However, the decision of going to war can be extremely contradicted the previous believe that the government uphold. That is why President Roosevelt needs to find a strong reason to change this stance. Exposing numerous cases of security on the table implied that the further action after the attack has been just a self defense. It is not because the hostilities, but because it is the government obligation to protect society in all possible ways.

The word “*to overcome*” best described the notion that declaring war with Japan is as a self defense action.

In conclusion, those justifications lay a strong moral ground and continually preserved a positive image of the United States. It is important to have good image because it relates to trust both from internal and external (international community), the actors that the government of America had to deal with.

2) Requesting

Requesting basically is when someone politely or officially asks for something for a particular reason that is in favor. President Roosevelt performs the act of requesting for only once at the end of his speech.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire

(SP/27/06:42-07:12)

The President directly uses “*I ask*” to express the act of formally requesting. In this case, he uses the word “*I*” Instead of “*we*” or “*us*” as he usually does two shows that his request is on behalf of himself as President and Military commander. It is a way to indirectly show his power. It also becomes more persuasive because it implies that the declaration of war is proposed by a nobleman who has capacity to calculate all the risk that might cost. Thus, the declaration of war does not merely an emotional response for Pearl Harbour attack but a well considered notion.

It follows by the authority that he addresses “*the Congress*”. During the speech, the President addressed both the Congress, and the people. Even he also addresses Japan and other international community. However, particularly in this sentence, his main addressee is the congress who has an authority to declare war. Directly mentions “*the Congress*” helps to make the message clearer.

“*Declare*” is a word that he chooses to represent the war message instead of “*announce*”, for example, because “*declare*” is more formal. It implies an official statement from a country. It has the strongest sense of firm decision that has been made through many considerations.

Not only requesting, the President also gives a persuasive reason by reminding people about how horrible the Pearl Harbour attack is. He specifically

mentions “*the attack on Sunday, December 7th*” not the other attack in Guam, Midway Island, etc. because the Pearl Harbour is the most significant for United States people. Stating this, he wants this specific date eternally remembered in the history of the United States.

Furthermore, he, once again, describes the tragedy as “*unprovoked and dastardly attack*”. “*Unprovoked*” uses to describe an unpleasant attack without any specific cause. It implies that the United States did not perform any action to trigger the attack, yet it was a deliberate decision by Japan. It, once again, portrays Japan as evil betrayal and puts the United States as innocent victims. Thus, the attack is unfair and unforgivable.

Meanwhile, “*dastardly*” symbolizes an evil and cruel action. It implies the attack on Pearl Harbour is totally evil. It reminds people about so many casualties that the United States suffered, not only a material investment like ships or planes, but also the death of uncountable soldiers who are also a beloved son of some family, a dreamed husband and a prideful father for their children. This statement touches people’s emotions. The Congress is also equally emotional for the attack hurts the dignity of America as a sovereign country and for unable to give protection to their society. So, both of them are strong words to persuade people at the last minute.

At the end of the sentence, he asserts the specific point he requested. He explicitly affirms “*a state of war*” to Japan. He previously never directly mentions his proposal to declare war on Japan. Yet, he leads the

listeners' perspective that possibility of declaring war is there and it as a justified action. He applies a soft approach and makes his point right at the end of the speech.

c. Commisives

Commisives are acts in which the words commit the speaker to future action, such as promising, offering, threatening, vowing, and volunteering. The President shows three future commitments in this speech, which are promising, threatening and warning. There are three acts of promising, three warnings and five acts of threatening.

1) Promising

Promising is the act to say that someone will do much greater things than he or she will ever be able to achieve. As the consequences, the audiences will expect a different future that the speaker committed themselves. In *“Pearl Harbour Address to Nation”* speech, the President assures the winning on side of the United States.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph so help us God.

(SP/26/06:18-06:34)

The act of promise is shown when he asserted *“we will gain the inevitable triumph”*. Again, in that phrase he chooses to use *“we”* instead of *“I”* to create a sense of unity among the society of the United States. It makes people feel

directly involved in the war. It creates a sense that their efforts and supports are acknowledged and appreciated by government.

Furthermore, the use of “*will*” is a clear sign of future commitment. It implies that in the future when United States join the war, they will win.

The president ensures the Congress and the people of the United States about the winning by creating a compelling term, “*inevitable triumph*”. “*Inevitable*” is the best word to describe a thing that certainly will happen in the future. It implies a sense of certainty and promising an assurance that they will be succeeded. Meanwhile, “*triumph*” represents an extremely great satisfaction by gaining a great victory. It implies a joy and glory of winning. Combining those words, the President successfully influences the listener emotionally.

To cover the logical explanation of the triumph he promised, the President asserts that the United States has everything it takes to win. “*With confidence in our armed forces, with the unbounding determination of our people*” are thing that he mentioned as their main capital.

“*Confidence in our armed forces*” explains, not only how the armed forces are a precious capital, but also that this force is powerful and has a confident to face any obstacles. It

2) Threatening

Threatening is the act to tell someone that the speaker will do a harmful thing, or cause problems for that person. The President performs in threat Japan for several times, especially in the end part of the speech. Performing the act of

threatening, the President wants to lift the dignity of the United States up and creates a narrative that the United States is not a nation that Japan can play with. Here are some example of the illocutionary act of threatening.

But always will our whole nation remember the character of the onslaught against us.

(SP/21/04:49-04:49)

It threat Japan in the sense that the Pearl Harbour tragedy will be eternally remembered in the history of the United States as the most unexpected one. It will be condemned by the whole nation from generation to generation. Thus, the government of the United States will take a serious action as a response that might inflict harm toward Japan too, for example an attack, a war, economical embargo, condemnation or other plausible things.

The word “will” implies a future action or future condition. In this context the future condition that people of the United States from generation to generation will always remember the attack on Pearl Harbour. It eternally leaves a remark and label that Japan is evil. The images that the United States created myth implies negation to Japan. It can be an obstacle for future cooperations. Furthermore, the position of United States as powerful nation might also be able to provoke other countries perceived Japan negatively too.

Especially when it comes to countries who had a close relationship with the United States such as Britain, France and other Europe countries. The fact that those countries are also Japan’s enemy inflict a huge threat to Japan. The attack

to the United States, as their allies can be a justification to strengthen the corporation sighting against Japan. And this nightmare later comes true.

Inserting adverb “always” in the beginning of the sentence put a stress on how this tragedy will be remembered. It implies that the tragedy will forever remembered by the nation. The President stresses this word out to strengthen the act of threatening. It implies that in the long term, the people of the United States still will never be able to forget the attack and will label Japan as evil.

The President also asserts “our whole nation” and “us” to avoid a self centrist image. He wants the listeners to believe that the response to Japan’s attack was none of his personal interest. Yet, this is the will of the whole nation. It reduces his image as the war-obsessive person. In regard to the act of threatening, “the whole nation” implies a bigger power or threat. It does not represent the President alone, but all the people of the United States as one powerful entity. It implies that the whole society also condemned the action and support any further actions the government was about to take.

When he asserts “The character of onslaught“, the President does not explicitly describe what is the character he referred to. However, “Onslaught” describes it by itself. As the unusual word, it is chosen to describe an extremely powerful attack. This word will directly remind people of the horrible Pearl Harbour attack. Its negative sense inflicts a negative emotional feeling for the listener, will spontaneously remind them to all the casualties they suffer, for instance the painful feeling of losing their lover, the psychological trauma that

haunted them in every second of their life or the sight of the survive soldiers lived in unbearable ache. All of those negative sense is inflicted by a single word “onslaught”. Thus, it successfully threatens Japan that the attack is extremely unacceptable for the United States.

“Against”, a word that literally means opposing is chosen in this sentence. However, the implication of this word is stronger than just an “opposing”. It describes an antagonistic stance that Japan took. It implies that Japan is anti United States, and the attack was a proof of the stance Japan takes. “Against” implies a high tension between two stakeholders, in this case United States and Japan.

In this sentence the President also tries to unite the people of the United States by choosing “our whole nation” and “us”. This is a moment when the President Moreover, once again the President uses the word “us” instead of “me” to make the society feel is involved in the

The act of threatening is also obviously performed when the President asserts this sentence

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

(SP/22/05:10-05:24)

After stating that the attack is unacceptable and will eternally be remembered as a dastard tragedy, the President threatens Japan that the United States will do enerything it takes to overcome the invasion. His first phrase “no

matter”, describes the immeasurable source of capital that the United States spends to overcome Japan’s invasion. In other word, the President tries to say that the United States will do everything to respond Japan’s unacceptable attack. That is a form of threat to Japan.

Furthermore, he strengthens the act of threatening by stating that the American people “will win through absolute victory”. It shows that Japan’s plan to shocked United States psychologically through the attack does not work. Those words describe being confident that the United States possesses to fight. Moreover “absolute victory” is a strong phrase to indicate confidently. Those words are able to reserve the bargaining bargaining position of the United States and Japan. United States were no longer in the inferior condition, yet it shows its power.

In conclusion, all the words the President uttered are not a random threat, but a strategic choice of words. The act of threatening is important in pre war, not only to lift the assertiveness of the people but also to attack enemy, psychologically.

3) Warning

The warning is the act to make someone realize a possible danger or problem, especially one in the future. It is close to the act of threatening, but it has lower force to do. In this speech, the President tried to warn the Congress and the people of the United States through various ways. This is the example:

Hostilities exist.

(SP/24/06:03-06:05)

Those short, meaningful sentence aims to make every member of the Congress and the people of the United States aware that hostilities lived in current condition. Even though the President does not clearly explains yet what do the hostilities he refers to, people knew that it is Japan.

“Hostilities” implies an unideal situation for living where hatred exists and leads into a fight. It is a strong word he chooses to describe the current situation that the United States faced after the Pearl Harbour attack. It is important to bring a case about hostilities to urge the Congress and people leaving a state of neutrality in World War II. The President persuades people that the effects of Second World War were real for the United States. Thus, they should take an action.

On his next sentence, he describes more clearly what is the impact of those hostile conditions to the United States. He asserts:

*There is no blinking at the fact that our people, our territory, and our
Interests are in grave danger.*

(SP/25/06:07-06:17)

On that sentence, the President explains that the hostilities he mentioned previously put the United States in a great danger. He warns people that the harms were tangible.

When he asserts that “*there is no blinking*”, means that the fact about the United States in a dangerous situation is unbeatable. President Roosevelt uses

“grave danger” to describe a situation that they face. It is an effective warning because “grave” implies a seriously bad situation that people should aware of. On the other hand “danger“ implies a possible harmful situation that people might face. Those two words are effective diction to warn people to be aware of the current situation.

Further, he mentions many stakeholders that might be affected by the situation, *“our people, our territory and our interest”*. The first one is “the people”, it refers to the society of the United States. It is important to warn them that they are in a danger in order to a) make them aware of the threat and prepared themselves, b) urge them to seek for protection from the government. Thus, it can also make them agree and support the war to Japan because it's also in line with people’s interest to demand protection.

Second one is *“our territory”*. As one of the most precious assets of a country, a danger to territories should be prevented. That is why the President directly warns the congress about this danger. Moreover, in regards to the situation in the Second World War, which other countries massively occupy strategic places or areas to support their military aggression.

After mentioning the attack Japan conducts in numerous island in around the United States, the danger feels extremely real. Moreover the Presidnet uses repetitive sentence structure and tone in describing the other attacks. It creates more dramatic impact to the listeners. Thus, the act of warning is urgent to be undergone.

Lastly is “*our interest*”. This is an absurd and indescribable things. Interest can refer to any means of political purpose or agenda that the United States tried to uphold. At that time the United States agenda is to initiate peace and protect human rights. This interest reveals in many of their political agenda and actions. One of the examples is when United States initiate World League.

The fact that Japan attacking United States, backlashes the agenda that they maintain together previously. Furthermore it causes severe death, which considers as human right violations. Thus, the President needs to warn the Congress about this plausible threat.

d. Expressive

Expresses are acts in which the words state what the speaker feels, such as apologizing, praising, congratulating, deploying, and regretting. According to Yule (19 : 53) expressives are those speech acts that state what the speaker feel. Uttering those acts are the speakers way to let the audience know how she / he feels. It stimulates sympathetic and better understanding among them.

In “*Pearl Harbour Address to Nation*” speech, President Roosevelt performed this type of speech acts to serve numerous function, which are addressing, regretting, disrespect and mourning.

1) Addressing

Addressing is the act of greeting all parties that involve as the listener. This is one of the compulsory part of any speech, especially the formal one. It functions to show a respect toward the audiences or listeners.

The act of addressing is performed at the first sentence of the President's speech, when he asserts:

Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives

(SP/01/00:31-00:40)

On that sentence, the President addresss his direct listeners by mentioning their position one by one. Not only to shows respect, but also to point out the structural authority in the governmental system that they possesses. He addresses them based on their position in government. Thus, he mentioned "*Mr. President*" first because he is the highest entity among all. It follows by *Mr. Speaker, Members of the Senate, and of the House of Representatives*

2) Regretting

Regretting is the act to feel sorry about a situation, especially something sad or wrong or a mistake that the speaker has made or the situation that the speaker can not control. The act of regretting mostly performed when there are harms inflicted to other parties regarding to that situation.

Given the situation after the brutal attack on Pearl Harbour, the President shows his feeling of regret for several times. It functions to show sympathy to his society, especially the victims and also to persuade people emotionally.

I regret to tell you that very many American lives have been lost.
(SP/03:08-03:13)

In that sentence, the President regrets about the death of many American people. The act of regretting is obvious when the President uses the term “*I regret*”. That term represents a feeling of deep sadness upon the situation. It also implies a hope that the situation can be different or even better.

Next, the President explains his regret is because the fact that there were many deaths of America citizen by saying “*very many American lives have been lost*”. On that phrase, the President chooses the word “very” to imply an extremely huge number. It creates a dramatic narrative of how severe the damage inflicted to American lives.

It is important for the President to show his regret to let the society know that he feel the similar pain as the victims. The fact that he regrets the lost of many American lives implies that he loves his people and mourns for their death. By doing such action, the President will gain more trust from the society because they know that the pain is not belonging to them alone.

3) Disrespect

Respect is a prerequisite when people interact each other, especially to keep each other dignity and good relation. Respect is also commonly showed in relation between two nations. However, after the Pearl Harbour attack, the President showed the opposite of this unwritten rule. He shows an implicit act of disrespect to Japan in his public speech as the following example.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific

(SP/02/01:08-00:28)

In this sentence, the President explains the bilateral relationship between the United States and Japan before the attack. He admits that indeed, they had a shared agenda to maintain peace in the Pacific. The word “*solicitation*” implies that Japan was the active actor who initiated the diplomatic engagement. Given all that information the President wants the society to understand why the attack was beyond predictable.

The act of showing disrespect performs when he uses the word “*that*”, instead of mention “Japan”. The word is inherently implied a negative sense, especially when function as deitics. “*That*” also linguistically implies far distance between the speaker and the object. Asserting this, the President intend to say that in regard to the condition, United States (or him personally) has no longer give a respect to Japan and that there is a distance between both nations.

2. The Data Finding of Rhetorical Arrangement in “Pearl Harbour Address to Nation” speech by President Franklin Delano Roosevelt

According to Porter (2001:83) in his book Cicero’s *De Inventione*, there are five canons as the key to achieving a succeed in oral or written rhetoric. As mentioned previously, they are Invention, Arrangement, Style, Memory and Delivery. Those five canons still apply in modern public speaking occasion, such as speeches, presentations, reports etc.

This discussion aims to focus on one of the five canons, which is the rhetorical arrangement. The arrangement is the organization of ideas within the speech to ensure the maximum persuasion. It represents the step of giving a structural order to a speech.

Rhetorical arrangement consists of five key elements. It begins with an Introduction (*exordium*) as a means to open and establish the purpose of the speech. It follows by the second element, a statement of fact (*narratio*) to provide an overview of the situation. In this part, the speaker gives a background knowledge so that the listeners understand the context of the speech. As the third element, division (*partitio*) comes to give the outline of the speech. It tells the general framework of speech.

One of the most important element in rhetorical arrangement is the proof (*confirmatio*). In this part, the speaker presents arguments and supporting facts to convince the listeners. Still to lift the persuasiveness, refutation (*refutatio*) is one of the strategy by admitting the weakness of the speaker, yet giving the disclaimer at the same time. At the end of the speech, conclusion (*peoratio*) is a remark to sum up the claim and reinforce an emotional persuasiveness.

As a magnificent public speaker, President Roosevelt knows how to employ those rhetorical arrangement well in his speech. In “*Pearl Harbour Address To Nation*“ five out of six elements of rhetorical arrangement were found, which are introduced, statement of fact, proof, refutation and the conclusion. Division is the only abstain element in the speech.

There is only one occurrence of introduction. It is found in the first sentence. On the other hand, a statement of proof dominates the speech with thirteen occurrences. It follows by proof with ten occurrences. Similar to introduction, refutation only finds once in the speech. Lastly, there are twice occurrences of the conclusion. Here are further explanation of each occurrence.

a. Introduction (*exordium*)

Introduction is a means to open the speech. This part is crucial since the speaker must be able to raise the audience's desire to listen to the speech. The introduction also aims to establish the purpose of the speech, such as to inform, apology etc.

The introduction is found in the first sentence of Roosevelt's speech.

Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives.
AR/01/00:31-00:40

That was the example of how the President tried to gather the attention by addressing the entities that present at the joint congress. Indeed, he does not directly assert the purpose of his speech. However, put in the situation after the attack, the audience would have been able to guess that the speech is going to respond that notion. In fact, this introduction has successfully makes the people in the room pay full attention to President Roosevelt. His charisma as reliable President during two periods and his magnificent manner is a magic itself.

b. Statement of Facts (*narratio*)

The second element in rhetorical arrangement that occur in “*Pearl Harbour Address to Nation*” speech is the statement of facts (*narratio*). *Narratio* has function to give a contextualisation to the speech. It is a part where the speaker tells the audiences about the situation and other knowledge the audiences need to know to digest the further information contained in the speech.

In the persuasive speech, *narratio* can be used to show the imminent problem upon the situation that they face. Thus, it creates an urgency to address that issue right away. In his speech, *narratio* has been the dominance arrangement element that occurs. Considering that the speech also functions to serve an official information about the attack, that is an effective strategy to employ. Here is the example:

Yesterday, December 7th, 1941- a date which will live in infamy- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

AR/02/00:41-01:06

On that sentence, the President clearly asserts the context of this speech, the attack on Pearl Harbour. Describing the detail information about the tragedy, including the place, date and act of conduct, the President also directly gives the background knowledge that the audiences need to know. Only when the audiences know about the context situation, all the information about the bilateral relationship between the United States and

Japan, the Japan's agenda in Pacific area, the danger that United States potentially face and another thing he mentions later, would sound relevant.

Moreover, the way he chooses his words added the sense of urgency to the Congress that they are in a need to respond this situation immediately. As it is mentioned earlier, the *word infamy, suddenly and deliberately attack* are strong words to persuade people. Thus, having a good statement of facts is essential to build a persuasive speech.

c. Proof (*confirmatio*)

Proof is the main body of the speech. It provides logical explanation and arguments to prove that his points are appealing, thus the audiences will be persuaded. Proof has a significant connection with the statement of facts. As the analogy, the statement of facts is the statement, while proof is the reason to justify or to prove that the assertion is true. Without proof, the statement of facts itself are less compelling.

There has been a consistent pattern of the arrangement of statement of facts and proofs in "*Pearl Harbour Address To Nation*" speech. Each of the statements of fact was always supported by a proof to give arguments and logical explanations, thus it has not left as an assumption. For example:

The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces.

AR/08/02:55-03:06

The date (AR/08/02:55-03:06) is the statement of fact. The President asserted the fact that the United States has suffered severe damages as the result of the attack. However, the sentence alone is just an assumption unless the President can prove the other way around. It is an assumption because, for instance, there is no exact measurement upon what does he meant by “severe”. It can be subjective from one person to another. The sentence itself is ambiguous.

That is why his next two sentences are proofs, as a mean to explain that his previous statement was correct.

- *I regret to tell you that very many American lives have been lost.*
AR/03:08-03:13
- *In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.*
AR/10/03:14-03:23

Functioning as proofs, those two sentences explain what is the basis of Roosevelt claim as “severe damage”. They give a standard that it is a severe damage because the attack inflicts tangible harms toward the American people, which are the death of thousand American lives and the list of American investment in forms of ships. Thus, a claim that the attack creates severe damage is valid and logic.

The findings that the President does this constantly during the speech leave no room for doubt that the speech could be extremely persuasive and effective.

d. Refutation (*refutatio*)

Refutation is the act of showing the weaknesses of the speaker itself to the public. It might sound unstrategic, however, it gives a chance for the speaker to give a preemptive answer of any counterargumentations or doubts that might arise in the audience's mind. It refutes any possible dispute that might happen because the doubt or multi interpretation of the speech.

There is only one refutation found in Roosevelt's speech, which is:

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message.

AR/04/01:29-01.59

After the attack, many people, especially politicians and journalists have a question regarding to any letter from Japan that might contain a warning upon the attack. On that sentence, the President does not deny the rumor that indeed there was a letter. It shows his weakness and psychologically made people become more eager to listen to his speech. However, the sentence that he starts right after this reformation is brilliant.

And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

AR/05/02:00-02:17

He refutes all the rumors by clarifying the content of the letter. He states clearly that there is no any hint or threat of any attack. He uses this speech to engage the issue that potentially eroded the trust from the Congress or society.

e. Conclusion (*peroratio*)

The last part of rhetorical arrangement is the conclusion (*peroratio*). This is a part when the speaker sum up all the arguments. It is important to make the *priority* as conclusive as possible, therefore the audiences can achieve the qualitative unity of the speech. It is the speaker's job to enable audiences to perceive the speech as one coherent, meaningful oration instead of random information given at once. A good conclusion should be remarkable and emotionally appealing too.

In his speech, the President performs the conclusion in his two last sentences. It is recorded as the most remarkable one.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire

AR/27/06:42-07:12

He concludes his speech by explicitly stating his intention to ask the congress declaring a war toward Japan. He becomes precise to avoid ambiguity on how people might perceive his speech differently because he does not state the purpose of the speech clearly at the beginning.

Furthermore, he also reminds the audiences the reason for declaring war to Japan. It is clear when he asserts “*unprovoked and dastardly attack on Sunday, December 7th, 1941*”. The way he describes the attack was extremely remarkable and successfully rise the emotion of the audiences. As the last part of the speech, he wants to ensure that everyone knows declaring war was a right thing to do. This conclusion itself is highly persuasive by default.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

After the researcher analyzed “*Pearl Harbour Address to Nation*” speech in terms of speech acts, rhetorical arrangement and also the context situation in the United States during 1940-1945, the research came to the last part, conclusions. Based on the findings and discussions, the following conclusions were drawn :

1. The first conclusion aims to conclusively answer the first research objective, which is to identify and analyze the kinds of speech act, especially in terms of illocutionary acts performed by President Franklin Delano Roosevelt in “*Pearl Harbour Address to Nation*” speech. There are four types of illocutionary acts found in the speech. They are representatives, directives, commissives, and expressives. The fact that declaratives did not find in the speech was because the President did not possess any authority to directly declare a war with Japan. Thus, he emphasizes on persuading to do so.

Representatives were employed for informing, convincing, admitting, insisting, assuming and concluding. Convincing came as the most dominant form of directives that the President performed (16 occurrences), followed by informing (14) occurrences, admitting (5 occurrences), insisting (8 occurrences) and assuming (2 occurrences). Performed at various functions, representatives

came into the most often speech act to be found in the entire speech by 45 occurrences.

Second types of speech acts that performed in the speech were directives. Directives turned to serve two functions, persuading and requesting. Persuading happened to be the most performed speech acts function during the entire speech by 25 occurrences. It concludes why the speech was highly persuasive. Based on the findings, the President did not only persuade the audiences at once instead he gave multiple exposures and arguments throughout the speech. Those arguments did not only appealing to the logic, but also effectively affecting the psychological emotion of his listeners.

In terms of commissives, his illocutionary acts functioned as warning threatening, and promising. In this case he addressed two different entities. Warning and promising were addressed to the Congress and the people of the United States. Otherwise, threatening targets Japan as the main object. The fact that threatening dominates the commissives types implies that the President intends to send a strong message to Japan that the United States was nowhere from insecurity as Japan expected to happen.

Not to mention, although only performed three times, promising was considered to contribute a lot to the persuasiveness of the speech. His promises about the triumph for the United States were able to lift the confidence of all parts of Congress and society in America.

Last but not least, expressives as one of the types of illocutionary acts function as addressing, regretting and showing disrespect. The president openly shared his personal feeling to bound the emotional attachment with the listeners. Nonetheless, it was also one of his way to show sympathy, thus it created an image that he really cares about his people. That was why, regretting happened to the most frequent expression that he performed. It indicated there the situation was beyond control and he felt sorry about that.

Those are the illocutionary acts that were performed by President Franklin Delano Roosevelt in “*Pearl Harbour Address to Nation*” speech. All of those served different functions and equally contributed to the persuasiveness of the speech. In conclusion, the words or sentences that he uttered were not mere superficial utterances, but it implied deeper intended meaning.

2. The second points of conclusion sums up the second objective of the research, which is to explain the findings of the rhetorical arrangement in “*Pearl Harbour Address to Nation*” speech. By analysing its rhetorical arrangement, the organisation of ideas can be observed o determine why and how the speech was incredibly persuasive.

There are six elements of rhetorical arrangement, they are introductions, divisions, statement of facts, proofs, refutations and conclusions. Among those six, division is the only element that did not occur. On the other hand, a statement of facts happened to be the most frequent element in the speech.

3. The third conclusion is regarding to the contextual situation in the United States during 1940-1945. Before the Pearl Harbour attack, United States did not actively involve in World War II. Economy is one of the reasons. After suffering from great depression in 1939, United States focused more on its economical development afterwards. However, America is commonly known as the close allies of Britain. It is clearly shown when the President signs “*Lend Lease Agreement*”.

The bilateral relationship between United and Japan before the attack went well. They had a shared agenda with Japan to maintain security in Asia Pacific as one of the most strategic areas in World War II. They actively involved in diplomatic negotiation. However, in 1940 especially when United States showed its act of helping Britain, rouse a rumor that it was unacceptable for Japan. But the government did not take this rumor seriously.

Thus, in 1941 when Japan finally bombed Pearl Harbour, people of the United States and its government were shocked. They never expected the attack since there was no hint of attack. At first, people are afraid because the other unpredictable attack might occur. People seek for protection to the government.

At that time, the President delivered his speech as a response to Pearl Harbour Attack. The speech has successfully persuaded the Congress to declare war on Japan and united people in one umbrella. It also meant that the United States finally involved in World War II actively. The power of his speech extremely affected the entire story of second World War.

B. Implications

From the conclusion above, there are some implications that can be found. Here are the following conclusions :

1. Related to the illocutionary acts in the speech, it implies how actually a sentence can be a powerful means to affect people. It can change people's mind, make people do what the speaker said, and even change the surrounding situation. Moreover, the choice of words, manner, and charisma of the speaker will also influence the persuasiveness of the speech.
2. In relation with the rhetorical arrangement in the President's speech, it implies how the structure of ideas within the speech is important. Thus, to make the message more effectively digested by the listeners, one should be able to put those ideas in a structured order. "*Pearl Harbour Address to Nation*" speech by the President is one of excellent examples of rhetorical arrangement. Thus, in only twenty seven sentences, delivered in less than seven minutes, he can successfully achieve his goal.
3. Lastly, the analysis of context situation implies that in order to deliver a good speech, one must be aware of the situation and play a strategic way to deal with that. In his speech, President Roosevelt was able to take the situation as his benefit by taking it as a momentum to fight back.

C. Suggestions

There are several suggestions that the researcher suggests to various stakeholders.

1. To English Department Students

It is expected that the students of the English Education Department get more exposure, especially about the linguistics masterpieces to enhance their public speaking ability. Given the analysis of Roosevelt's speech, hopefully the students can be aware on how to choose the best words to convey the messages as well as to construct the ideas into an understandable and persuasive speech or any verbal forms.

2. To English Education Department

It is expected that the English Education Department conducts more researches in pragmatics to enhance its quality in producing professional teachers since there are many language expressions derived from pragmatics theory. It is hoped that English Education Department gives more facility to help other researchers in conducting research in linguistic study. It becomes a paramount matter because this branch of science has broader gravity to cover, to investigate, and to be maintained.

3. To Readers of Linguistics

It is expected that the research can be a source to enrich the knowledge in linguistics field. Knowledge is the best investment, thus to be able to contribute in sharing this knowledge is an honor.

4. To Other Researchers

This research is far from being perfect. There are many aspects that still can be explored, for instance, other canons of classical rhetoric (invention, style, memory, and delivery), analysis on other linguistics branches, or analysis of other speeches by speech acts and rhetorical arrangement theory. This research can hopefully contribute to enrich or support any of that study.

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Appendix 1. Finding of Speech Act in “Pearl Harbor Address to the Nation” Speech

Context

Setting and Scene :

a. Physical

- Occasion : Joint session of Congress
- Date : 8th December 1941 (a day after Pearl Harbor Attack)
- Place : United States Capitol, Washington DC

b. Psychological (further analysis is on the table)

Instrumentalities

a. Form : Spoken language

b. Chanel :

- **Radio**, broadcasts in the whole nation. As the main communication media, radio is very accessible by American people.
The Japanese and other countries also listen to radio to access the speech.
- **Newspaper**, afterwards the speech becomes headlines in many newspapers, such as New York Time. So, it also makes the speech accessible and also triggers more discussion about that declaration of war.

Participant :**a. Speaker**

President Franklin Delano The President

b. Listener :

- Member of the Congress who consists of a member of the Senate and of the House of Representatives. Democrat leads in both chambers.
- Vice President, Mr. Henry A. Wallace
- A whole society of America who has a different background.
- Journalists from various media.
- Japanese government and emperor.
- Other nations and their society who actively involved in World War II.

Norms (further analysis is on the table)**End (further analysis is on the table)****Keys (further analysis is on the table)**

Genre : Formal persuasive speech

No	Data and Code	Context	Illocutionary Acts					Function	Sentence Structure and Diction
			REP	DIR	COM	EXP	DEC		
1	Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives (SP/01/00:31-00:40)	1. Setting and Scene Psychological The people are still shocked, fear, and despair, but angry at the same time after the attack. They do not have any idea about the attack. However, there is also a little sense of distrust toward government questioning whether or not the attack was really unpredictable. Thus, they are waiting for the formal response of The President. They are also curious about the stance that the government is going to take because it will really affect their lives.	Opening					a. Opening The President gives an opening as a compulsory part of speech. The opening is delivered in a formal manner because the joint congressional session is a formal occasion. b. Addressing This expression functions as a form of respect to the addressees and receivers.	<ul style="list-style-type: none"> • The President chooses to address people in that room personally by mentioning their title in the governmental system. • He addresses this way, instead of simply saying “ladies and gentlemen” to show more respect to the addressees. Showing respect is important, especially in formal occasion such as this joint session congress. • The order of the addressee also symbolises the degree of respect. The higher the position, the person should be mentioned earlier. That is why he mentions Mr. Vice

	01:06)	<p>their head regarding the attack.</p> <p>2. Ends Giving opening remarks, informing, convincing, persuading.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style : Somber, anger • Tone : speaks slowly, giving emphasize in words “infamy, and “suddenly and deliberately attack”. <p>4. Norms The president is emotional, yet rigid. He tries to control his anger and regret.</p>					<p>mentions the specific actors clearly, the naval and air forces of the Japanese Empire. It implies that the attack was conducted from air and sea. It also gives a dramatic narrative how enormous the power of the Japanese attack was.</p> <p>b. Convincing</p> <ul style="list-style-type: none"> • At the same time, the act of convincing is also shown in this particular expression. The President tries to convince people about two things. • Firstly, the fact that the attack was unpredictable, therefore, unavoidable by 	<p>happening on that day. Moreover, he also clearly states the date “December 7th, 1941”, showing that he specifically refers to that date. It also important to avoid ambiguity.</p> <ul style="list-style-type: none"> • Inserting a clause “a date which will live in infamy” is also interesting. Stating this clause, The President wants to show his personal impression and feeling toward the incident of that day. This clause also later becomes memorable remark entitles to the speech and the attack. • The word “infamy” itself refers to something that is famous for something bad.
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								<p>the US. The words “suddenly and deliberately attacked” are best chosen to achieve this function. The President also articulates this part with more stress as a sign that this is an important point.</p> <ul style="list-style-type: none"> • Secondly, that was an abhorrent attack that should be remembered in the history of US. To deliver this message effectively, The President invents the phrase “a date which will live in infamy”, follows the specific date of incident. It does not effectively describe how terrible that day was but also successfully give entitlement and 	<p>That unusual choice of word will stick on people’s mind, thus whenever they will always remember how notorious that day was.</p> <ul style="list-style-type: none"> • Constructing in the passive sentence, the President intends to portray that the United States was a less powerful party and had no control toward the condition. • On the other hand, he portrays that Japan is the one who actively plans and conducts the attack. • “suddenly and deliberately” are very strong words in this sentence. They do not only give a vivid image about the attack, but also emotional
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								<p>psychological reference about the date.</p> <p>c. Persuading</p> <ul style="list-style-type: none"> To persuade the congress to pass the bill of war and society of America to support this policy has been the ultimate intention of The President. But first of all, he has to make people believe and have one perception that the attack was extremely evil and should be condemned. Therefore, he informs and convinces the receivers and addresses in a very persuasive manner. His act of persuading does not only shown 	<p>effect to the listeners.</p> <ul style="list-style-type: none"> “suddenly” implies that the attack happened without a warning. It is ethically wrong. “deliberately” shows that Japan actively takes decision, thus fully responsible about the attack. Both of the strong words help to convince people believing the fact about the Pearl Harbor attack.
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								by the diction, by also strengthen by incredibly persuasive manner. He is able to move people logically by stating fact and narration ; and emotionally by his tone and facial expression.	
3	<p>The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific</p> <p>(SP/02/01:08-00:28)</p>	<p>1. Setting and Scene Psychological The atmosphere is still very emotional and full of anger. It even increases when the President is telling the bilateral relationship with Japan. The Congress and the people fall into a tremendous feeling of betrayed by Japan.</p> <p>2. Keys</p> <ul style="list-style-type: none"> • Style : Somber, disrespect, and anger 	<p>Informing</p> <p>Convincing</p>	Persuading				<p>a. Informing</p> <ul style="list-style-type: none"> • This speech act is aimed to give an official information about the bilateral relation between US and Japanese right before the attack. • It is an important information to measure whether the attack was sudden and deliberate or not. • The President portrays that US and Japanese had a good bilateral 	<ul style="list-style-type: none"> • Constructing in past tense, this sentence portrays the changing of bilateral relationship between Japan and United State • The use of “was” implies a past action that no longer exists for now. “The United States was at peace with that nation” means US once had a good relationship with Japan, but not anymore. Now, their relationship is

		<ul style="list-style-type: none"> • Tone : emotional voice, precise tone, slow articulation and stress in words “peace”. • Gesture : upright, continuously nodding and moving his head. <p>3. Norms Feeling regret, betrayed and contempt to Japanese.</p>						<p>relation, especially regarding the agenda to maintain peace in the Pacific.</p> <p>b. Convincing</p> <ul style="list-style-type: none"> • At the same time, the President also tries to convince the congress and the society of US that before the attack United States and Japan was at a good relationship. But now, it changes. <p>c. Persuading</p> <ul style="list-style-type: none"> • Stating this fact, the President also further performs the act of persuading. • The ultimate goal of this speech is to make the to persuade the congress to pass the bill and the society to give 	<p>at the edge of the worse state.</p> <ul style="list-style-type: none"> • In this sentence, the President chooses the words “that nation” instead of directly mentions “Japan”. It symbolises disrespect. It also shows a linguistics distance with Japan, because deitic “that” refers to something far from the speaker.
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								<p>moral support for this decision.</p> <ul style="list-style-type: none">• This statement highlights two points.• The first point is still about the attack. Informing the peaceful state between US and Japan previously, strengthens his previous premise that the attack is sudden and deliberate, therefore unjustified.• Secondly, the President moves one step further to portray Japan as a betrayal and an enemy of the US. Logically, the countries who are at peace will not attack each other, especially without warning. But Japan did not do so. And also by saying that the	
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								<p>diplomatic conversation was “at the solicitation of Japan”, portrays that Japan actively deceive US. The utterance is successfully antagonising Japan as a not only a distrusted party, but also a potential threat that US should be aware of.</p> <ul style="list-style-type: none"> • Those are two strategic points to persuade the congress and US society to at the end pass the bill of war. <p>d. Disrespect</p> <ul style="list-style-type: none"> • To affect the addresses and the receivers emotions, the President shows the expression of disrespect to 	
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								<p>Japan.</p> <ul style="list-style-type: none"> It is clear when he uses deitic “that nation” instead of directly mention “Japan”. It implies a negative sense and disrespect toward Japan. 	
4	<p>Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message.</p> <p>(SP/04/01:29-01.59)</p>	<p>1. Setting and Scene</p> <p><u>Physical</u></p> <p>The anger and sad atmosphere turn into a confusion, seeing the fact that Japan reply the message. The congress and the people would assume that the letter was late. If it could have been came on time, the United States could have prepared better for the attack. The feeling of regret, confuse and distrust arises in this moment.</p>	<p>Informing</p> <p>Admitting</p>					<p>a. Informing</p> <ul style="list-style-type: none"> The issue about formal reply of recent American message emerged at that time because people believe by this letter US can prepare better to face the attack. Thus, President the President directly addresses this issue. He informs that there was a formal reply from Japan. However, by explicitly states “one hour after Japanese air 	<ul style="list-style-type: none"> The expression “indeed” is chosen to admit the fact that the formal reply letter exists. Once again, the President portrays the time constrain. Saying that the letter arrives one hour after the attack showing that it was too late. The phrase “had commenced” shows that the attack has just happened.

		<p>2. Ends Admitting, informing, convincing, persuading</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style : Strong and confident voice • Tone : factual, informative, many pauses, stressing at the word “after” • Gesture : upright, nodding and moving his head to show convincing manner. <p>4. Norms Sarcastic, contempt regret and anger.</p>						<p>squadron commenced bombing” it is all clear that the letter was too late and there is no possible way to prepare facing the attack.</p> <ul style="list-style-type: none"> • The information about this letter is also a pre-emptive answer of further question that might be asked by people, especially the media. This is a strategic way to prevent future distrust. <p>b. Admitting</p> <ul style="list-style-type: none"> • The President admits the fact that Japanese ambassador has delivered a formal reply to US Secretary of State. • The act of admitting implies 	
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								that the information about the letter is urgent and should never be omitted.	
5	<p>And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.</p> <p>(SP/05/02:00-02:17)</p>	<p>1. Setting and Scene <u>Psychological</u> All the confusion that the listener had previously suddenly disappear, and change into anger and disrespect toward Japan. At this moment, the listeners start to believe that the message reply could not help to avoid the attack.</p> <p>2. Ends Admitting, informing, convincing, persuading.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style : Somber, rigid and anger. • Tone : strong and confident voice, rising and 	<p>Informing</p> <p>Convincing</p>	<p>Persuading</p>				<p>a. Informing</p> <ul style="list-style-type: none"> • Not only to mention that indeed there was a formal reply letter from Japan, the President also informs the content of the letter because this is also important information to understand the situation at the attack. • He describes that the letter only mentioned that Japan wanted to end diplomatic negotiation, yet there is no threat of war or attack. <p>b. Convincing</p> <ul style="list-style-type: none"> • The narrative in the letter is 	<ul style="list-style-type: none"> • This is a complex sentence, which consists of ordinate and subordinate clause. The first part (and while this reply....) is the subordinate, and the second part (it contained ...) is the ordinate. • The information contained at the ordinate clause is more important. Thus, actually in this sentence The President wants to emphasize that the letter contains no threat.

		<p>emotional tone, many pauses, stresses and slow articulation</p> <ul style="list-style-type: none"> • Gesture : upright, nodding and moving his head to show convincing manner. <p>4. Norms Contempt regret and anger.</p>						<p>exposed to convince the public that the attack was sudden (strengthening his statement in data 2).</p> <ul style="list-style-type: none"> • The act of convincing clearly can be observed through his gesture and tone. He put a stress on the words “no attack” and “hint”. He also articulates them clearly and slowly to add more emphasize. • He also nods whenever mentioning those words, showing that he is sure of what he said and wants others to believe it too. <p>c. Persuading</p> <ul style="list-style-type: none"> • Telling the content of a diplomatic letter 	
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								<p>to the public is not something common. It is a classified document. However, President the President willingly explains the detail information in the letter. This is one of his strategies to persuade people about two things as mentioned above.</p> <ul style="list-style-type: none"> • It is clear that he tries to persuade the people and the Congress that Japan is betrayal, consistently in every sentence of his speech by providing necessary information. This letter is one of them. 	
6	It will be recorded that the distance of	1. Setting and Scene <u>Psychological</u> At this moment,	Informing	Persuading				a. Informing <ul style="list-style-type: none"> • This statement informs the 	<ul style="list-style-type: none"> • Once again, The President chooses “deliberately” to

	<p>Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago.</p> <p>(SP/05/02:17-02:35)</p>	<p>the listeners do not only emotionally but also logically start to believe that the attack was Japan's fault. They are convinced that because the distance is far, thus the attack has been planned for a very long time.</p> <p>2. Ends Informing, convincing, persuading.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style : Confident, informative, persuasive • Tone : slow tempo at the beginning of the sentence but showing rising tone at the end, when mentioning "many days or even weeks ago", slow articulation and many pauses. • Gesture : upright, precise and 	Convincing					<p>geographical position between Hawaii and Japan. It suggests that the Hawaii is so far from Japan.</p> <ul style="list-style-type: none"> • This information is important to know whether the attack was long planned or not. • The president uses this geographical position to justified that the attack has long been planned. <p>b. Convincing</p> <ul style="list-style-type: none"> • This statement performs the act of convincing, still about the point that the attack was suddenly and deliberately planned by Japan. • He stresses his tone when articulating the words "obvious" 	<p>describe Japan's action.</p> <ul style="list-style-type: none"> • "Deliberately planned" implies that Japan is evil for actively plan the attack.
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		<p>convincing manner.</p> <p>4. Norms</p> <p>Regret and anger.</p>						<p>to show that his presumption about the attack is proven true.</p> <ul style="list-style-type: none"> • Furthermore, he assumes and emphasizes that the attack was planned for a long time by mentioning “many days and even weeks ago”. <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically by portraying that Japan is a betrayal and an enemy of America, because has planned the attack for a long time. 	
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								<ul style="list-style-type: none">• The President gives multiple exposures and reasons to pass this bill.	
7	<p>During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.</p> <p>(SP/07/02:37-02:52)</p>	<p>1. Setting and Scene <u>Psychological</u> Again, the emotion of shock, anger, regret and feeling betrayed burst into the atmosphere knowing that Japan was deliberately deceived United States. Everybody is wounded and starts to believe that Japanese is evil and cannot be trusted.</p> <p>2. Ends Informing, convincing, persuading.</p> <p>3. Keys</p> <ul style="list-style-type: none">• Style: Somber, rigid, confident and persuasive• Tone: Precise tone, many pauses and slow articulation.• Gesture : upright,	<p>Informing</p> <p>Convincing</p>	Persuadi		Regretting	<p>a. Informing</p> <ul style="list-style-type: none">• The President unveils what happened before the attack. He informs that during that Japan has deceived America by a false statement. <p>b. Convincing</p> <ul style="list-style-type: none">• He tries to convince the Congress that Japan continuously deceived America during the diplomatic talk.• It also implies that there is no hope to continue further bilateral relation with Japan, the entrusted country.	<ul style="list-style-type: none">• Putting the adverb of time at the beginning of the sentence, the President wants to emphasize the time constrain. The focus of the sentence is what Japan does during that time.• Again, the repetition of word “deliberately” implies that the deception is made consciously by Japan and there is no force from other parties.• This repetition helps to make people convinced that Japan is evil.	

		<p>nodding and moving his head to show convincing manner.</p> <p>4. Norms Shows reliability and self control, rigid gaze.</p>						<p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically by portraying that Japan is a betrayal and an enemy of America. • He clearly points out that Japan is evil by exposing the fact that Japan has deceived America. <p>d. Regretting</p> <ul style="list-style-type: none"> • The expression of regret is also shown by this statement. It clearly can be observed from the decreasing tone at the end of a 	
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								<p>sentence.</p> <ul style="list-style-type: none">• He regrets the fact that America was deceived by the Japan.	
8	<p>The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces</p> <p>(SP/08/02:55-03:06)</p>	<p><u>Psychological</u></p> <p>The emotion of sadness is inevitable at this moment. Everyone is silent, sinking at deepest sorrow.</p> <p>1. Ends</p> <p>Informing, convincing, persuading, expressing regret.</p> <p>2. Keys</p> <ul style="list-style-type: none">• Style : sympathy• Tone : extremely change the tone becomes very low.• Gesture : bow his head to show condolences and sympathy.• Expression : sad, regret. <p>3. Norms</p> <p>The president shows so much sadness and regret</p>	<p>Informing</p> <p>Convincing</p>	Persuading		Regretting	<p>a. Informing</p> <ul style="list-style-type: none">• The President provides official information about the impact of the attack on America.• This information is important to clear out the assumptions and issues which grow among the society.• It is also government's job to provide factual information about a national tragedy. <p>b. Convincing</p> <ul style="list-style-type: none">• Mentioning this "severe damage" performs the act of convincing that the attack was	<ul style="list-style-type: none">• The word "severe" implies a huge damage as the impact of the attack.	

		yet still tries to maintain his emotional control.						<p>something that the government and people need to consider and pay attention to.</p> <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Furthermore, he portrays Japan not only as betrayal, but also dangerous threat and enemy of America, because the attack caused huge damage to America. • The President gives multiple exposures and reasons to pass this bill. 	
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								<p>d. Expression of regret and condolence</p> <ul style="list-style-type: none"> • Expression of regret and condolence clearly shown for the President articulate this statement slowly and at the decreasing tone. Listen closely, the voice is vibrating. It is a sign of deep emotional involvement to the victims. • It is important for the President to show sympathy as a form of respect and appreciation for the victims. 	
9	<p>I regret to tell you that very many American lives have been lost.</p> <p>(SP/03:08-</p>	<p>1. Setting and Scene <u>Psychological</u> The atmosphere is a lot sadder remembering many people die due to the attack. The family and</p>		Persua- ding		Regretting		<p>a. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of 	<ul style="list-style-type: none"> • “I regret to tell you...” is a common expression to express condolence. • “Very many” are

	03:13)	<p>relatives of the soldiers burst into tears. While the others feeling the same since they are also an American.</p> <p>2. Ends Informing, convincing, persuading, expressing regret.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: Sad, sympathy • Tone: very low and slow, heavy tone. • Gesture: bow his head to show condolences and sympathy. <p>4. Norms Deep sadness and regret, The president bow his head all along this sentence.</p>						<p>America to support the decision.</p> <ul style="list-style-type: none"> • Furthermore, he portrays that Japan is not only a betrayal, but also a dangerous threat and enemy of America, for causing unbearable pain and lost of many American lives. • In this statement, the President multiple exposure about the attack. He does not only give logical reasons, but also touch the emotional state of people to persuade them to pass the bill. <p>b. Expression of Condolence</p> <ul style="list-style-type: none"> • It also shows an expression of condolence, a common 	<p>chosen to describe an enormous number of victims.</p>
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								<p>expression when someone loses their relatives. It clearly observes by the decreasing tone that the President uses. He also pauses longer to let the people show their condolence too.</p> <ul style="list-style-type: none"> • His gesture makes it clearer, he does not look at the audience, yet bow his head down. It symbolizes regret and sadness. • His emotional gesture suggests that this attack affects him personally. The speech is not only a formal speech, but also an occasion to deliver condolence to the victims' family. <p>c. Regretting</p> <ul style="list-style-type: none"> • It is obvious that 	
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								<p>this statement performs an act of regretting. The President regrets the lost of many American lives.</p> <ul style="list-style-type: none">• The expression “ I regret to tell you..” is commonly used to deliver bad news.	
10	<p>In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.</p> <p>(SP/10/03:14-03:23)</p>	<p>1. Setting and Scene <u>Psychological</u> The atmosphere is still very sad and silent.</p> <p>2. Ends Informing, convincing, persuading, expressing regret.</p> <p>3. Keys</p> <ul style="list-style-type: none">• Style : sad, symphaty• Tone : low tone at the beginning but starts to be precise at the end of the sentence.	<p>Informing</p> <p>Convincing</p>	Persuading		Regretting	<p>a. Convincing</p> <ul style="list-style-type: none">• The information helps to convince the congress and the people that the impact of the attack is very severe. Thus, this attack should be condemned. <p>b. Informing</p> <ul style="list-style-type: none">• The President informs that the attack does not only cost the lives of American soldiers, but also American ships as one of the vital	<ul style="list-style-type: none">• The President uses “high seas” to show the wide coverage of the attack.• He also uses “have been reported” to indicate a valid information about the news. “report” is identical with a reliable information.	

		<ul style="list-style-type: none"> starts to look rigid. Expression : regret, anger. <p>4. Norms Shifting expression, down gaze.</p>						<p>investment for America at the time of war.</p> <ul style="list-style-type: none"> This information is important and specifically targeted to military member and government of America who cares a lot about military investment. 	
11	<p>Yesterday, the Japanese government also launched an attack against Malaya.</p> <p>(SP/11/03:25-03:33)</p>	<p>1. Setting and Scene <u>Psychological</u> Given this information, the listener starts to recover from sadness, gain rationality to digest information. They are surprise knowing the other attack by Japan.</p> <p>2. Ends Informing, convincing, persuading.</p> <p>3. Keys</p> <ul style="list-style-type: none"> Style: confident, 	<p>Informing</p> <p>Convincing</p>	Persuading				<p>a. Informing</p> <ul style="list-style-type: none"> The president informs Japan's military activity after the Pearl Harbor Attack. One of them is the attack against Malaya at yesterday. <p>b. Convincing</p> <ul style="list-style-type: none"> By telling this information, the Presidents also tries to convince people that in fact Japan already has agenda to attack 	<ul style="list-style-type: none"> Putting the adverb of time at the beginning of the sentence, the President wants to emphasize the time constrain. The focus of the sentence is what Japan did yesterday. The word "yesterday" is put at the beginning of the sentence to show that the attack has a correlation with Pearl Harbor

		<p>persuasive, somber</p> <ul style="list-style-type: none"> • Tone: Strong, confident voice, and precise tone, put stress on “Malaya”. • Gesture: up straight, rigid and nodding whenever stressing the word. <p>4. Norms</p> <p>Sharp gazes, contempt.</p>						<p>strategic point.</p> <ul style="list-style-type: none"> • It also supports his statement that the attack on Pearl Harbor has long been planned. <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, in this statement he portrays that Japan is not only a betrayal, but also a dangerous threat and enemy of America, for having many agendas to conduct surprising military attacks. 	<p>Attack. Both of them were done yesterday. It makes people think that two attacks at a very short intervening time, must not be a coincidence.</p> <ul style="list-style-type: none"> • Moreover, Japanese forces were spoken as an active actor. This sentence, again, gives a multiple exposure of how Japan is a betrayal and dangerous threat to America. • It helps to persuade people to believe that Japan is evil.
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12	<p>Last night, Japanese forces attacked Hong Kong</p> <p>(SP/12/ 03:35-03:39)</p>	<p>1. Setting and Scene Psychological The listeners are more surprise by this fact. At the same time, they are about very sure that Japan is evil.</p> <p>2. Ends Informing, convincing, persuading.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: confident, persuasive, somber • Tone: strong confident voice, precise tone, puts stress on “Hongkong”. • Gesture: up straight, rigid and nodding whenever stressing the word. <p>4. Norms Sharp gazes, contempt.</p>	<p>Informing</p> <p>Convincing</p>	Persuading				<p>a. Informing</p> <ul style="list-style-type: none"> • The president informs Japanese military activity after the Pearl Harbor Attack. • One of them was the attack against Hong Kong last night. <p>b. Convincing</p> <ul style="list-style-type: none"> • By telling more proof of Japan’s attack, The Presidents also tries to convince people that in fact Japan already has agenda to attack strategic point. • It also supports his statement that the attack on Pearl Harbor has long been planned. <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading 	<ul style="list-style-type: none"> • Putting the adverb of time at the beginning of the sentence, The President wants to emphasize the time constrain. The focus of the sentence is what Japan did yesterday. • The President repeats the similar pattern of a sentence. However, the words “last night” implies a closer time constrains. • Moreover, Hong Kong is also considered to have closer distance to America. The portrayal of time and place creates a narrative that the threat from Japae is also closer and more real for America. Thus, immediate action should be done to
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								<p>Congress to pass the bill and the society of America to support the decision.</p> <ul style="list-style-type: none"> Specifically, in this statement he portrays that Japan is not only a betrayal, but also a dangerous threat and enemy of America, for having many agendas to conduct surprising military attacks. 	prevent further harm.
13	<p>Last night, Japanese forces attacked Guam.</p> <p>(SP/13/03: 40-03:44)</p>	<p>1. Setting and Scene <u>Psychological</u> The listeners are still surprises and start to feel worried about the attack that Japan conduct.</p> <p>2. Ends Informing, convincing, persuading.</p>	<p>Informing</p> <p>Convincing</p>	Persuading				<p>a. Informing</p> <ul style="list-style-type: none"> The President informs Japan military activity after the Pearl Harbor Attack. One of them was the attack against Guam last night. <p>b. Convincing</p> <ul style="list-style-type: none"> By telling more 	<ul style="list-style-type: none"> The President still repeats the similar sentence pattern. The distance of Guam is closer to America.

		<p>3. Keys Style: confident, persuasive, somber, threatening</p> <ul style="list-style-type: none"> • Tone: Repeating the same tone pattern. Precise tone, put stress on "Guam". • Gesture: up straight, rigid and nodding whenever stressing the word. <p>4. Norms Sharp gazes, contempt.</p>						<p>proof of Japan's attack, The Presidents also tries to convince people that in fact Japan already has agenda to attack strategic point.</p> <ul style="list-style-type: none"> • It also supports his statement that the attack on Pearl Harbor has long been planned. <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, in this statement he portrays that Japan is not only a betrayal, but also a dangerous threat and enemy 	
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								<p>of America, for having many agendas to conduct surprising military attacks.</p> <ul style="list-style-type: none"> Now, the words “last night” implies closer time frame. Moreover, Hong Kong is also considered to have closer distance to America. The portrayal of time and place creates a narrative that the threat from Japan is also closer and more real for America. Thus, immediate action should be done to prevent further harm. 	
14	Last night, Japanese forces attacked the Philippine	1. Setting and Scene <u>Psychological</u> The listeners are still surprises and start to feel more	Informing Convin- cing	Persua- ding				a. Informing <ul style="list-style-type: none"> The President informs Japanese military activity 	<ul style="list-style-type: none"> Once again, the President still uses the repetitive sentence pattern.

	<p>Islands.</p> <p>(SP/14/03:45-03:50)</p>	<p>worry about the attack that Japan conduct</p> <p>2. Ends Informing, convincing, persuading.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style : confident, informative, persuasive, somber and threatening • Tone: Repeating the exact same tone pattern. Precise tone, put stress on “Philippine Island”. • Gesture: up straight, rigid and nodding whenever stressing the word. <p>4. Norms Sharp gazes, contempt.</p>						<p>after the Pearl Harbor Attack.</p> <ul style="list-style-type: none"> • One of them was the attack against Hong Kong last night. <p>b. Convincing</p> <ul style="list-style-type: none"> • By telling more proof of Japanese attack, the Presidents also tries to convince people that in fact Japan already has agenda to attack strategic point. • It also supports his statement that the attack on Pearl Harbor has long been planned. <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. 	<ul style="list-style-type: none"> • Repepetitive sentence helps to prove that Japan is a real threat and more effectively convince people to believe in that.
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								<ul style="list-style-type: none">• Specifically, in this statement he portrays that Japan is not only a betrayal, but also a dangerous threat and enemy of America, for having many agendas to conduct surprising military attacks.• Now, the words “last night” implies closer time frame. Moreover, Hong Kong is also considered to have closer distance to America. The portrayal of time and place creates a narrative that the threat from Japan is also closer and more real for America. Thus, immediate action should be done to prevent	
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								further harm.	
15	<p>Last night, the Japanese attacked Wake Island.</p> <p>(SP/15/03:52-03:56)</p>	<p>1. Setting and Scene Psychological Realizing that the distance of Japan's target is closer to America, the listener feels more afraid and worry. It urges them to do something to prevent the similar attack to happen.</p> <p>2. Ends Informing, convincing, persuading.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style : somber, persuasive • Tone: Precise tone, puts stress on "Wake Island". • Gesture: up straight, rigid and nodding whenever stressing the word. <p>4. Norms Sharp gazes, contempt.</p>	<p>Informing</p> <p>Convincing</p>	Persuading				<p>a. Informing</p> <ul style="list-style-type: none"> • The President informs Japanese military activity after the Pearl Harbor Attack. • One of them was the attack against Hong Kong last night. <p>b. Convincing</p> <ul style="list-style-type: none"> • By telling more proof of Japanese attack, The Presidents also tries to convince people that in fact Japan already has agenda to attack strategic point. • It also supports his statement that the attack on Pearl Harbor has long been planned. <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this 	<ul style="list-style-type: none"> • Once again, the President still uses the repetitive sentence pattern. • Repetitive sentence helps to prove that Japan is a real threat and more effectively convince people to believe in that.

								<p>statement shows the act of persuading Congress to pass the bill and the society of America to support the decision.</p> <ul style="list-style-type: none">• Specifically, in this statement he portrays that Japan is not only a betrayal, but also a dangerous threat and enemy of America, for having many agendas to conduct surprising military attacks.• Now, the words “last night” implies closer time frame. Moreover, Hong Kong is also considered to have closer distance to America. The portrayal of time	
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								and place creates a narrative that the threat from Japan is also closer and more real for America. Thus, immediate action should be done to prevent further harm.	
16	<p>And this morning, the Japanese attacked Midway Island.</p> <p>(SP/16/03:58-04:02)</p>	<p>1. Setting and Scene <u>Psychological</u> The listener starts to feel threatened by the Japan's aggressive movements.</p> <p>2. Ends Informing, convincing, persuading.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: Threatening, persuasive • Tone: Repeated the same tone pattern. Precise tone, put stress on "Midway Island". • Gesture: up straight, rigid and 	<p>Informing</p> <p>Convincing</p>	Persuading				<p>a. Informing</p> <ul style="list-style-type: none"> • The President informs Japan military activity after the Pearl Harbor Attack. • One of them was the attack against Hong Kong last night. <p>b. Convincing</p> <ul style="list-style-type: none"> • By telling more proof of Japanese attack, The Presidents also tries to convince people that in fact Japan already has agenda to attack strategic point. 	<ul style="list-style-type: none"> • Once again, the President still uses the repetitive sentence pattern. • Reepetitive sentence helps to prove that Japan is a real threat and more effectively convince people to believe in that. • However, "this morning" implies that the attack was just happening. • It proves that Japan continuously undergo attacks

		<p>nodding whenever stressing the word.</p> <ul style="list-style-type: none"> • Expression: convincing <p>4. Norms</p> <p>Sharp gazes, contempt.</p>						<ul style="list-style-type: none"> • It also supports his statement that the attack on Pearl Harbor has long been planned. <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, in this statement he portrays that Japan is not only a betrayal, but also a dangerous threat and enemy of America, for having many agendas to conduct surprising military attacks. • Now, the words “this morning” 	
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								<p>implies closer time frame. Moreover, Hong Kong is also considered to have closer distance to America. The portrayal of time and place creates a narrative that the threat from Japan is also closer and more real for America. Thus, immediate action should be done to prevent further harm.</p> <ul style="list-style-type: none"> • The speech acts are performed repeatedly to create a more persuasive effect. Moreover, the time frame and the place that The President mentions are closer to America, shows that the threat very likely to happen. 	
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17	<p>Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area.</p> <p>(SP/17/04:04-04:13)</p>	<p>1. Setting and Scene <u>Psychological</u> The atmosphere is full of affraidness about the Japan's offensive attack. They are afraid that America will be the next target of Japan, once again.</p> <p>2. Ends Concluding, insisting, informing, convincing, persuading, warning.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: confident, persuasive • Tone: Increasing and precise tone. • Gesture: Upright, rigid and nodding whenever stressing words. <p>4. Norms Sharp gazes, rigid, alert, contempt.</p>	<p>Concluding</p> <p>Insisting</p>	Persuading	Warning			<p>a. Concluding</p> <ul style="list-style-type: none"> • After giving some information about the Japanese force attack, The President concludes them into one clear point. • He concludes that Japan has made an offensive attack throughout the Pacific area. • However, this adverb is not placed at the beginning of the sentence because he wants to emphasize Japan as the actor who conduct the attack. Thus, he put it at the beginning of the sentence. • He also put explicitly mention "a surprise offensive attack" to build a relation with the attack on 	<ul style="list-style-type: none"> • The act of concluding is clearly shown by using the word "therefore". • The President chooses to use "offensive" instead of "attack" because that word gives a stronger negative sense. Offensive implies the aggressive attacks. • "Extending throughout..." symbolizes a very large coverage or area that has been attacked by Japan. It implies the effect of Japan's attack is massive and also prove that Japan is very aggressive.
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								<p>Pearl Harbor.</p> <p>b. Insisting</p> <ul style="list-style-type: none"> • At the same time he also insists the congress and the society of America to awareness about the potential threat from Japan. • He stresses out the word “extending” and uses “throughout” to show the large coverage of Japan targets. <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, in this statement he portrays that 	
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								<p>Japan is not only a betrayal, but also a dangerous threat and enemy of America, for having many agendas to conduct surprising military attacks. And this attack is getting closer to America.</p> <p>d. Warning</p> <ul style="list-style-type: none"> • Further, this location also performs the act of warning. The President warns American congress and people that America, possibly becomes the next target of the Japan attack. • Moreover, it has proven by the attack at Pearl Harbor and world political condition at that time. 	
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								<ul style="list-style-type: none"> The word “offensive” implies Japan has been so aggressively undertaken many attacks and still counting. 	
18	<p>The facts of yesterday and today speak for themselves</p> <p>(SP/18/04:14-04:22)</p>	<p>1. Setting and Scene Psychological The atmosphere is full with a strong feeling of affraidness and hate toward Japan.</p> <p>2. Ends Insisting, persuading, warning.</p> <p>3. Keys</p> <ul style="list-style-type: none"> Style: Confident, persuasive, somber Tone: Strong and confident voice, precise and sharp tone. Gesture: Upright, nodding. <p>4. Norms Sharp gazes, confident, contempt.</p>	Insisting	Persuading	Warning			<p>a. Insisting</p> <ul style="list-style-type: none"> The President insists the congress and the people to believe that the threat is real. Thus, any immediate action should be undertaken. <p>b. Persuading</p> <ul style="list-style-type: none"> Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. Specifically, in this statement he portrays that 	<ul style="list-style-type: none"> This sentence is an open statement. The President does not explicitly express his thought, rather let the people conclude by themselves based on all the fact that he has mentioned previously. “Speak for themselves” is a common expression to show inevitable or absolute truth. Thus, it sounds intuitively appealing.

								<p>Japan is not only a betrayal, but also a dangerous threat and enemy of America, for having many agendas to conduct surprising military attacks.</p> <ul style="list-style-type: none"> • It adds the urgency, why America should actively involve in the war against Japan. <p>c. Warning</p> <ul style="list-style-type: none"> • The locution performs the action of warning. • The President warns the congress as the policy making to create better policy dealing with the condition (passing the bill of war) and the American society to demand for protection. 	
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								<ul style="list-style-type: none"> • The President highly emphasizes “the fact” as a reminder that Japan has been proven conducting many offensive actions. • A fact is something that people rarely doubt about, so this implicit sentence is very powerful to make people believe in the threat. • Moreover the phrase “speaks for themselves” implies an absolute truth. 	
19	The people of the United States have already formed their opinions and well understand the implications to the very life and	1. Setting and Scene Psychological The people are still surprising and afraid, and also threatened. But, starts to relieve. Because this sentence makes	Assuming Insisting	Persia- ding				a. Assuming <ul style="list-style-type: none"> • This sentence contains ambiguity because he never clearly explains what is the United States people’s opinion. 	<ul style="list-style-type: none"> • The President constructs the sentence by using past participle “have already formed”. It implies that before the speech is delivered, people of the

	<p>safety of our nation.</p> <p>(SP/19/04:23-04:36)</p>	<p>them feel, as if they have already known what is the right thing to do.</p> <p>2. Ends Assuming, insisting, persuading.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: proud, confident, persuasive • Tone: Increasing and precise tone. • Gesture: Upright, rigid and nodding whenever stressing words. <p>4. Norms Sharp gazes, rigid, confident.</p>						<ul style="list-style-type: none"> • However, because he also said that people “well understand the implication....”, implies that the people’s opinion is declaring the war since it later will bring a consequence. • This is the act of assuming because several reasons. • First of all, it is because there is no official declaration from people yet about how the government want to react upon this war. The people were still shocked, confused and unable to think about that clearly. • Secondly, even if the people demand for war, they do not know what is exactly 	<p>United States wanted the government do something.</p> <ul style="list-style-type: none"> • “Well” implies a decision has been gone through a sufficient consideration, not merely an emotional response.
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								<p>the further implication and impact of that decision. This implication can only be calculated by the government with reliable information that they own, not the society.</p> <ul style="list-style-type: none"> • So, those two statements that The President just spoke is still an assumption. <p>b. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, this statement mentions that to declare war is 	
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								<p>within the interest of America and they has already know the consequences, so the congress should not betray this society's mandate.</p> <ul style="list-style-type: none"> • This sentence is also actually manipulating society of America as if they conceptually agree to declare the war. <p>c. Insisting</p> <ul style="list-style-type: none"> • The President insists the congress to consider about the declaration of war. He has shown that it is within the interest of American society. • It eliminates one factor to oppose the bill. 	
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20	As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense	<p>1. Setting and Scene <u>Psychological</u> This sentence makes the whole atmosphere more intense. However, different actor response differently.</p> <ul style="list-style-type: none"> American society feel relieved because the government has ensured maximum protection to them. The congress considers deeply about the political and economical implication of action. However, to some extent they also agree that protection of the nation should prioritize. The Japanese emperor feeling highly threaten because America will obviously do something to them. 	Admitting Insisting	Persuading	Threatening			<p>a. Admitting</p> <ul style="list-style-type: none"> The President admits himself that he already as a plan to react upon Japanese attack. He also unveils that he will do everything in defense America. It implies that he also ready for war. However, he claims that the action is not for the sake of his own interest but for the protection of America. <p>b. Insisting</p> <ul style="list-style-type: none"> In the spoint, the President insists the congress to pass the bill. Explicitly mention “As the commander in chief of the Navy and Army” is a sign that he shows 	<ul style="list-style-type: none"> Again, he uses past tense “have directed”. It implies that before giving a speech, the President indeed has an intention to declare a war. He mentions “chief of “Army and Navy” to shows that a) he holds a powerful position in countries, b) in regards to that position which dealing with security, he obviously has a capability to make a rational calculation of going to war.
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		<ul style="list-style-type: none"> • Lastly, the media responds this by making a headline and trigger more discourse in society. <p>2. Ends Admitting, insisting, persuading, threatening.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: Proud, confident, persuasive • Tone: commanding and precise tone. • Gesture: Upright, rigid and nodding whenever stressing words. <p>4. Norms Sharp gazes, rigid, authoritative</p>					<p>his power.</p> <ul style="list-style-type: none"> • By showing his power, he expects to have a higher bargaining position and gain more respect from the congress and the people of America. Thus, they will be more persuaded. <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, in this statement he mentions his position in the military. • Not only to show his power, mentioning that he is a 	
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								<p>commander in a chief of navy and army shows that he has a capability in military.</p> <ul style="list-style-type: none"> • Because this bill is related to military, it is important to show that he is capable in this field so that people will believe that his decision is based on logical calculation and strategy. • This personal entitlement will also affect the congress' and society's trust. <p>d. Threatening</p> <ul style="list-style-type: none"> • At the same time, this statement is also a form of threat to Japanese. • The President wants Japan know the power of America and what 	
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								will America do to defend the country, especially in the context of the military.	
21	<p>But always will our whole nation remember the character of the onslaught against us.</p> <p>(SP/21/04:49-04:49)</p>	<p>1. Setting and Scene Psychological The congress and the society are reminded about the onslaught. It once again bursts their hatred to Japan and. However, they are no longer down psychologically, but feel a sparks of enthusiasm and pride that the United States is on the right side and Japan will get what it deserves. It is shown by the applause. On the other hand, Japan feels more threatened.</p> <p>2. Ends Persuading,</p>		Persuading	Threatening			<p>a. Threatening</p> <ul style="list-style-type: none"> • Again, he affirms the threat to Japan by saying that America will never forget about the attack. • He performs the act of threatening to distract Japan's psychologically. It is a strategy to make them down. <p>b. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, in 	<ul style="list-style-type: none"> • Constructed under future tense, this sentence implies that even in the future this brutal attack will never be forgotten. It will always be remembered as one of the most tragic accident in the history of the United States.

		<p>threatening.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: pride, confidence, anger, persuasive • Tone: Increasing and precise tone, put stress on “onslaught”. • Gesture: Upright, rigid, nodding whenever stressing words, moving hands. <p>4. Norms</p> <p>Sharp gazes, rigid, contempt, confident and overwhelm.</p>						<p>this statement he reminds the congress and the society, how evil the Pearl Harbor attack was.</p> <ul style="list-style-type: none"> • It also stated how remarkable the attack is. It will be recorded in the history of America as a really terrible attack. 	
22	No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute	<p>1. Setting and Scene</p> <p><u>Psychological</u></p> <p>The atmosphere is full of pride and enthusiasm that the United States as a right party will win the war against Japan. The congress and the people are very overwhelmed by</p>	<p>Convincing</p> <p>Admitting</p>	Persuading	Promising	Threatening		<p>a. Convincing</p> <ul style="list-style-type: none"> • The President convinces the Congress that the war is a right thing to do. • It is important to keep convincing them, so that they are sure about the decision that they made. 	<ul style="list-style-type: none"> • The word “will” clearly shown that the sentence is structurally constructed under future tense. • The word “premeditated invasion” is a strong phrase to remind the listener that the attack has

	<p>victory.</p> <p>(SP/22/05:10-05:24)</p>	<p>this emotion. Thus, they give applause. On the other hand, this is a serious threat from the Japanese. They are worried and alarm about what the United States will do later.</p> <p>2. Ends Convincing, admitting, persuading, promising, threatening.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: Proud, enthusiast, confident, persuasive. • Tone: Strong, confident voice, increasing and precise tone. • Gesture: Upright, intense eye contact. <p>4. Norms Sharp gazes, rigid, enthusiast, proud.</p>						<p>b. Admitting</p> <ul style="list-style-type: none"> • However, The President also admits that the war might take quite a long time. • It's clearly shown when he asserts "no matter how long it may take us" at the beginning of a sentence. It indicates that he cannot calculate for how the war will take place. • Indirectly, he also tells the congress and the society about the consequences of war. • It is important to be informed because a) to let both calculate the consequence and made make a deliberate decision based on that. b) To prevent further 	<p>been deliberately planned by Japan.</p> <ul style="list-style-type: none"> • The president chooses to use "us" to imply a sense of cohesiveness that all Americans are bound together and agree in one decision. It also makes people feel that they are actively involved in the decision making process and any future actions. • "Righteous" symbolizes a that the action of declaring war toward Japan is morally right. Thus, it is justified to do. • "Absolute victory: are very strong words in this sentence. It boosts people's confidence and erase all the affraidnees and
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								<p>complainants from both congress and society.</p> <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, in this statement he affirms that a) America is on the right side of the conflict. Thus the war is right and justified. b) He will gain victory in the future. • Those two points are strategically influenced both the congress and the society. 	<p>despair that they used to feel after the attack.</p>
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								<p>d. Promising</p> <ul style="list-style-type: none"> • The locution also performs the act of promising. The president promises a victory for the United States of America. • It clearly asserts at the end of the sentence “American people in their righteous might will win through to absolute victory”. • This promise is also asserted to lift the confidence of the American people that they can face the war and will win that. • This moral support is important since after the Pearl Harbor Attack people, especially the army, have a crisis of confidence and 	
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								<p>still psychologically unstable.</p> <p>e. Threatening</p> <ul style="list-style-type: none"> • Again, this locution is also a form of threat to the Japanese emperor and government. It shows that the America is not a country that Japan can play with. • It shows to Japan that America will do everything to gain victory. 	
23	<p>I believe that I interpret the will of the Congress and of the people when I assert that we will</p> <p>Not only to defend ourselves to the</p>	<p>1. Setting and Scene <u>Psychological</u> The Congress and the society are still overwhelmed with pride and enthusiasm. Reminding about the attack, they feel bound and becomes more</p>	<p>Convincing</p> <p>Assuming</p> <p>Insisting</p>	Persuading	<p>Promising</p> <p>Threatening</p>			<p>a. Convincing</p> <ul style="list-style-type: none"> • The President shows an act of convincing in the selection. • He tries to convince both congress and the American people that his decision to declare war is 	<ul style="list-style-type: none"> • This sentence, especially the words“ I believe..” shows a high confidence possessed by President The President about the will of the congress and the people. • Constructing in

	<p>uttermost, but will make it very certain that this form of Treachery shall never again endanger us.</p> <p>(SP/23/ 05: 30-05:54)</p>	<p>eager to go to war. Japanese is threatened more.</p> <p>2. Ends Convincing, assuming, insisting, persuading, promising, threatening</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: Pride, enthusiast, confident, persuasive • Tone: Increasing, very emotional and precise tone. • Gesture: Upright and rigid. <p>4. Norms Sharp gazes, rigid, alert, emotionally overwhelmed.</p>						<p>in-line with the will of American society.</p> <ul style="list-style-type: none"> • It clearly performs when he says “I believe that I interpret the will of the Congress and of the people..” • This is also can be a form of pre-emptive statement to future accuse that the declaration of war is only his personal interest. <p>b. Assuming</p> <ul style="list-style-type: none"> • Again, in this statement, the act of assuming is performed. • He assumes that the will of the Congress and the society is to defend the uttermost, and to prevent the further attack, exclusively by 	<p>future tense, the word “will” symbolizes a promise of future condition.</p> <ul style="list-style-type: none"> • “Very certain” shows a strong commitment that The President will protect the United States. • The President chooses to use “treachery” instead of deception because it has more negative sense. It affects people emotionally more effective.
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								<p>declaring war to the Japan.</p> <ul style="list-style-type: none"> • The phrase “I believe that I interpret..” actually shows that this is just his interpretation, his opinion. <p>c. Insisting</p> <ul style="list-style-type: none"> • By interpreting the will of the Congress and the people, The President shows the act of insisting. • He insists that his interpretation to declare war is the correct one, without giving space for another opinion or interpretation. • For example: It is still possible that the society might want America to keep its stance not to actively involve in World 	
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								<p>War II and focuses on economic development.</p> <ul style="list-style-type: none"> • However, he overshadows this possibility by offering a single interpretation of society's will. • He insists his opinion to the Congress and the society. <p>d. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, in this statement he affirms that the decision is a) inline with the will of the Congress and the 	
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								<p>society and b) promising future protection for America.</p> <p>e. Promising</p> <ul style="list-style-type: none"> • This locution also performs the act of promising because The President shows a commitment to be conducted in the future. • He promises the Congress and the people about two things: a) that the maximum protection will be prioritized. b) That any treachery, like what happen in Pearl Harbor, will never happen again. • The use of word “will” is a clear sign of promising. <p>f. Threatening</p> <ul style="list-style-type: none"> • By clearly stating 	
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								<p>his agenda and commitment to protect America, The President also performs a threat to Japan.</p> <ul style="list-style-type: none"> • The President wants Japan to know that America takes the attack seriously and will not let that happen again. • Thus, the Japan should think twice to attack America. • Moreover, he puts a stress on the words “very certain”. It shows a strong commitment to make his agenda. 	
24	<p>Hostilities exist.</p> <p>(SP/24/06:03-06:05)</p>	<p>1. Setting and Scene <u>Psychological</u> The atmosphere turns out to be alarmed. The listeners are starting to aware that there is a</p>	<p>Admitting Insisting</p>	<p>Persua- ding</p>	<p>Threate- ning Warning</p>			<p>a. Admitting</p> <ul style="list-style-type: none"> • The President admits that indeed there are hostilities exist in the world. • In the context of the Pearl Harbor 	<ul style="list-style-type: none"> • This is a short yet powerful sentence because the President only mentions that the hostilities exist without including his personal

		<p>potential threat and danger out there. Thus, at this moment they are silent.</p> <p>2. Ends Admitting, insisting, persuading, threatening</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: Somber • Tone: Decreasing tone, emphasizing every word spoken. • Gesture: Upright and rigid. <p>4. Norms Sharp gazes, rigid, try to gain emotional control.</p>						<p>attack, he also admits that the hostilities exist between the United States and Japan.</p> <p>b. Insisting</p> <ul style="list-style-type: none"> • “Hostilities” is actually a very sensitive and extreme word during the war condition. • By using this word, the President insists the Congress and the society that the relation between America and Japan is at the worst point since now there is hostilities between both. Thus, declaring war is justified. <p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of 	<p>opinion. It psychologically stimulates people to form their personal stance on how they will face this hostility.</p> <ul style="list-style-type: none"> • “Hostilities” itself is very strong word for it gives a negative sense toward the current condition. Psychologically, it makes people alarmed.
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								<p>persuading Congress to pass the bill and the society of America to support the decision.</p> <ul style="list-style-type: none"> Specifically, in this statement he affirms that there are hostilities between America and Japan. It directly means that Japanese is the American's enemy and vice versa. It also implies when there are hostilities between two countries, the possibility of a surprise attack is higher. Thus, America should take an action to protect the country. <p>d. Threatening</p> <ul style="list-style-type: none"> Again, this is also 	
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								<p>a form of threat to Japan since America has openly declared that the hostilities exist among both nations. There must be a consequence that Japan should take in bringing this hostility in their relationship.</p> <p>e. Warning</p> <ul style="list-style-type: none"> At the same time, the President wants the people to aware that there was a state of hostility between the United States and Japan that might create a possible harm in the future. 	
25	There is no blinking at the fact that our people, our territory, and	<p>1. Setting and Scene <u>Psychological</u> The atmosphere is still silent and alarmed. The</p>	Admitting Insisting	Persuading	Warning			<p>a. Admitting</p> <ul style="list-style-type: none"> Again, the President admits the fact that America is in a 	<ul style="list-style-type: none"> This sentence is a warning for United States people that they are in danger. The phrase “ there

	<p>our interests are in grave danger.</p> <p>(SP/25/06:07-06:17)</p>	<p>listener seems to shock realizing this fact.</p> <p>2. Ends Admitting, convincing, persuading, warning.</p> <p>3. Keys</p> <ul style="list-style-type: none"> • Style: Somber • Tone: Decreasing and precise tone, emphasizing every important words spoken. • Gesture: Upright and rigid. • Expression: convincing, warning. <p>4. Norms Sharp gazes, rigid.</p>						<p>grave danger.</p> <ul style="list-style-type: none"> • This statement implies that the attack on Pearl Harbor was a real threat to America. <p>b. Insisting</p> <ul style="list-style-type: none"> • In this locution, the President also performs the act of insisting. • He insists that the danger that threats America is so severe and inevitable. • It's clearly shown by the use of the phrases "There is no blinking at the fact that..." • It implies the fact that America is in danger, is absolutely true. Moreover, with many facts that he mentioned earlier. It makes this sentence is powerful to convince people. 	<p>is no blinking at the fact..." meaning that that the danger is absolutely true.</p> <ul style="list-style-type: none"> • Again, he uses the pronoun "our" to instill the cohesiveness and sense of belonging to all Americans. • "Grave" implies a very serious condition. It implies that the danger is severe and urgently need to be solved.
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								<p>c. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, in this statement he affirms that a) America is now at the dangerous situation. • His narrative clearly mentions all actors that might be in danger “our people, our territory and our interest”. • It gives a vivid portrayal of how severe the danger is. <p>d. Warning</p> <ul style="list-style-type: none"> • Mentioning that the danger is real, 	
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								<p>The President also performs the act of warning to the Congress and the people.</p> <ul style="list-style-type: none"> • He wants them to be aware of the dangerous situation and immediately take a strategic action (to declare war). 	
26	<p>With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph so help us God.</p> <p>(SP/26/06:18-06:34)</p>	<p>1. Setting and Scene <u>Psychological</u> Suddenly the atmosphere turns out once again into pride, enthusiasm, and confidence that the United States will win. This is the climax of the speech. The listeners are once again given applause.</p> <p>2. Ends Convincing, persuading, promising, asking for bliss.</p> <p>3. Keys</p>	Convincing	Persuading	Promising			<p>a. Convincing</p> <ul style="list-style-type: none"> • The President convinces the Congress and the people to declare war under two reasons. • Firstly, the President states that America has a capital to involve in the war, which are powerful armed forces and people's determination. • Secondly, the President believes that America will 	<ul style="list-style-type: none"> • This sentence implies a very strong promise and also able to lift the confidence of all Americans. • The president uses the phrase "our forces" to instill the sense of belonging. It implies that the armed forces belong to them and also becomes a part of them. • "Unbounding determination of our people" is a strong phrase to show that this

		<ul style="list-style-type: none"> • Style: Pride, confident, persuasive • Tone: Decreasing tone, emphasizing every word spoken. • Gesture: Upright and rigid. <p>4. Norms Sharp gazes, rigid, superior.</p>					<p>gain the inevitable triumph and victory.</p> <ul style="list-style-type: none"> • Furthermore, this statement also specifically addresses to American arm forces. The President injects moral support and rebuild their confidence by stating that people has a confidence to rely on them. • This moral support is important since the Pearl Harbor attack also makes the soldiers psychologically down. • The President also directly addresses “the unbounding determination of our people” as one of the important elements to join 	<p>decision is their self determination and that they are bound as one entity, United States of America.</p>
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								<p>the war. It is a strategy to gain the society's support since they feel actively involved in the war by their determination.</p> <p>b. Persuading</p> <ul style="list-style-type: none"> • Still, this statement shows the act of persuading Congress to pass the bill and the society of America to support the decision. • Specifically, in this statement he affirms that the America has a great capital and will gain victory at the end. • His narrative clearly mentions all the capitals that America has and how reliable they are. 	
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								c. Promising <ul style="list-style-type: none"> The act of promising also can be found in this locution. The President promises the inevitable triumph for American society. The word “will” is a clear indication of the act of promising. Furthermore, the word “inevitable” indicates a confidence and very serious commitment to the promise. 	
27	I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the	1. Setting and Scene <u>Psychological</u> This point is a climax of the speech when almost everybody agrees that declaring war is the right thing to do, remembering the Pearl Harbor attack.	Insisting	Persua- ding Reques- ting				a. Insisting <ul style="list-style-type: none"> This locution shows that the President performs the act of insisting. He insists the Congress to declare the war to Japan. 	<ul style="list-style-type: none"> As the last sentence and the closing remark of the speech, the president directly asks the congress to declare a war. The word “declare” is chosen instead of announcing because it is more formal and more

	United States and the Japanese empire (SP/27/06:42- 07:12)	2. Ends Insisting, persuading, threatening, declaring 3. Keys <ul style="list-style-type: none"> • Style: Pride, confident, somber, persuasive • Tone: Decreasing tone, emphasizing every word spoken and articulate the slowly. • Gesture: Upright and rigid. 4. Norms Sharp gazes, rigid, showing power and threat.						b. Persuading <ul style="list-style-type: none"> • This is the climax of his action of Persuading. The President states explicitly that the Congress should declare a war against Japan. • The phrase “since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941” reminds everyone the vivid reason to declare war. • The words “unprovoked and dastardly attack” is a reminder of how terrible the attack was. • The Presidents has successfully made an incredible statement to resume all, the fact and explanation that 	accurate in referring to the official declaration of war. <ul style="list-style-type: none"> • The president reminds everyone about the attack. • “Unprovoked” implies that the attack actually does not caused by anything. It implies that the United States does not contribute toward the cause of the attack. Thus, it is Japan’s fault. • “Dastardly” is a strong word to symbolize an evil or cruel action. Thus, it implies that the attack is totally evil. • “A state of war has existed between... “ Implies that with or without the official declaration the United States has already thought that Japan is their
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								<p>he mentions previously.</p> <ul style="list-style-type: none"> • It is a powerful sentence to persuade the Congress and the people. <p>c. Requesting</p> <ul style="list-style-type: none"> • Furthermore, he explicitly requests the congress to declare a war against Japan. • The word “I ask that the Congress declare...” is the clear indication of asking. • This direct request he made to prevent ambiguity of what The President actually wants and stands for. 	enemy.
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Appendix 2. The findings of arrangements in President Franklin Delano Roosevelt, “Pearl Harbour Address To Nation”

IN	= Introduction	CS	= Conclusion
SF	= Statement of Facts	IR	= International Relation issues
DV	= Division	PC	= Political Issues
PR	= Proof	SOC	= Social issues
RF	= Refutation	SEC	= Security Issues
AR/1/00:08-00:15 = Arrangement/number of data/minute			

No	Code	Data	The Arrangements of Classical Rhetoric Speech						Context of Situation Issues involved in USA 1993-2001				Notes
			IN	SF	PR	DV	RF	CS	IR	PC	SOC	SEC	
1	AR/01/00:31-00:40	Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives	√							√			
2	AR/02/00:41-01:06	Yesterday, December 7th, 1941- a date which will live in infamy- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.		√					√			√	
3	AR/02/01:08-	The United States was at		√					√	√			

7	AR/07/02:37-02:52	During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.			√				√	√		√	
8	AR/08/02:55-03:06	The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces.		√						√	√	√	
9	AR/03:08-03:13	I regret to tell you that very many American lives have been lost.			√						√	√	
10	AR/10/03:14-03:23	In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.			√						√	√	
11	AR/11/03:25-03:33	Yesterday, the Japanese government also launched an attack against Malaya.		√					√		√	√	
12	AR/12/ 03:35-03:39	Last night, Japanese forces attacked Hong Kong.		√					√		√	√	

13	AR/13/03: 40-03:44	Last night, Japanese forces attacked Guam.		√					√		√	√	
14	AR/14/03:45-03:50	Last night, Japanese forces attacked the Philippine Islands.		√					√		√	√	
15	AR/15/03:52-03:56	Last night, the Japanese attacked Wake Island.		√					√		√	√	
16	AR/16/03:58-04:02	And this morning, the Japanese attacked Midway Island.		√					√		√	√	
17	AR/17/04:04-04:13	Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area.			√				√		√	√	
18	AR/18/04:14-04:22	The facts of yesterday and today speak for themselves.			√				√	√	√	√	
19	AR/19/04:23-04:36	The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.		√						√	√	√	

20		As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense.		√						√	√	√	
21	AR/21/04:49-04:49	But always will our whole nation remember the character of the onslaught against us.			√				√		√	√	
22	AR/22/05:10-05:24	No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.			√				√	√	√	√	
23	AR/23/ 05: 30-05:54	I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.			√					√	√	√	
24	AR/24/06:03-06:05	Hostilities exist.		√							√	√	
25	AR/25/06:07-06:17	There is no blinking at the fact that our people, our			√				√	√	√	√	

		territory, and our interests are in grave danger.											
26	AR/26/06:18- 06:34	With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph so help us God.						√	√	√	√	√	
27	AR/27/06:42- 07:12	I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire						√	√	√	√	√	

